PROGRAM REVIEW COVER PAGE	
COLLEGE	Danville Area Community College
DISTRICT NUMBER	507
CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)	Dr. Penny McConnell Interim Vice-President, Academic Affairs Danville Area Community College 2000 East Main Street Danville, IL 61832 217-443-8747 (phone) 217-443-8587 (fax) pmcconn@dacc.edu
FISCAL YEAR REVIEWED:	2021

DIRECTORY OF REVIEWS SUBMITTED	
AREA BEING REVIEWED	PAGE NUMBERS

INFORMATION	
OTHER ATTACHMENTS AS NECESSARY	

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Manufacturing Engineering Technology	D	65	150613	

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?	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved. Our manufacturing faculty work very closely with our Industry partners. Students who want to secure employment upon graduation can and do. Many of them secure employment before graduation. We also have students who choose to transfer to a four-year institution and complete a Bachelor's degree. This is measured by the utilization of the Manufacturing Advisory committee that meets yearly to ensure that the knowledge and skills are current with what is needed in the workforce.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	FY18 review of the Manufacturing Engineering Technology degree was to continue to recruit minorities and purchase/update equipment. As funds become available the College has been able to replace outdated machinery. Recruiting minorities has been a struggle.

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 Manufacturing Engineering Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Doug Hunter and Todd Flessner, Manufacturing Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Doug and Todd 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 Manufacturing 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 setsbut 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 Technical elective(s) a student chooses, he/she could complete more than 60 hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Employment is expected to grow in our region. There are more jobs available than students to fill those jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue if the business/industry can sustain.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	DACC Faculty and Staff are constantly looking at ways to recruit students to our programs. We currently have a partnership with our neighboring elementary school, Meade Park, where we interact with the students to inform/teach them about the purpose of a college. We participate in many career fairs/events throughout the district. The College offers dual credit courses at high schools to eligible students. The College has a College Express program that offers dual credit for high school juniors and seniors in career/technical programs which leads to an associate's degree or certificate. One obstacle has been the steady decline in population in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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. We have been able to secure/update equipment.
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.)?	Instructors' salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is not maintained mainly with grant funds. 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.

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 for the program include tuition, fees, books and sometimes safety equipment.
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 include very qualified and dedicated faculty members who are very engaged in/with the local industry and across the state.
3.2 What are the identified or potential weaknesses of the program?	Low student enrollment, but we are constantly spending efforts to build relationships and recruit students. Lack of outreach programming for summer and involvement with other high school technology departments.
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 labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Manufacturing program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment.
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 Manufacturing Engineering Technology Program are in the pathway that meets the needs of the community. Manufacturing is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associates 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?	Nothing at this time.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Nothing at this time.
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?	There are a few students who work full-time and enrolled in this program. While this is not a formal arrangement, these students bring workplace knowledge, experience, and examples to the classroom that other students can learn from. Our previous NIMS apprenticeship was discontinued in 2019 due to that business making organizational changes. We do however still offer testing for the NIMS. 112 Students have earned 328 Credentials since 2004.

[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.

3.9 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.	Yes, we offer NIMS, OSHA 10, OSHA 30, Haas Basic CNC Lathe Operator and Haas Basic CNC Mill Operator.
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?	Southern Illinois University, SIU's Bachelor of Science in Industrial Management and Applied Engineering (IMAE) is a quality focused degree where students will complete coursework in Six Sigma, Lean Manufacturing, Quality Control, Facilities Planning, Cost Estimating, Personnel Supervision, CAD/CAM, and Industrial Robotics, etc.

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 strengthened our partnership with Southern Illinois University that has allowed us to add the above articulations and hopefully will open the gates for more students to advance to a Bachelor's degree.
3.15 What professional development or training is offered to adjunct and full time faculty thatmay increase the quality of this program? What additional professional development is needed?	Instructors have attended NIMS professional development, PLTW training, and OSHA 30 training. Faculty also participate during the 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?	Modern equipment is representative of what is currently being used in industry.
3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level which measures 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 evaluation 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 are 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?	Nothing at this time, but something to discuss with our Industry Partners at our next advisory committee meeting.
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?	The DACC Graduate follow-up survey has been used at the College to measure student perceptions. Approximately five (5) months after graduation, the College surveys all CTE graduates. This generates data on student satisfaction in regards to courses that made up their program, services of the College, student intent for attending DACC, transfer institution information, and employment status. The College administers Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our industry partners hire our graduates. Employers review the curriculum at each advisory meeting and are consulted before making any changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce.
3.24 How satisfied are employers in the preparation of the program's graduates?	At the 2021 advisory committee meeting, all attendees expressed high satisfaction with the program. A large number of the industry partners are satisfied.
3.25 How is employer satisfaction information collected?	The Manufacturing Advisory Committee is one of the most engaged of all advisory committees on campus. The meetings are well attended and the employers are very vocal about their needs and concerns. The instructors take their suggestions very seriously. The employers at this year's advisory meeting appreciated the efforts and faculty addressed and noted any suggestions.
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 coupled with more available jobs than persons willing to work   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	Manufacturing Engineering Technology				
CIP Code	150613				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	25	29	19	17

Number of Completers	8	6	11	8	5
Other (Please identify)					

How does the data support the program goals? Elaborate.	The overarching goal of the Manufacturing Engineering Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 96%. However, our completion rates are significantly lower. That is largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.
What disaggregated data was reviewed?	Program enrollment data was disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, male, under the age of 20, with no disability.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting and TRIO (Student Support Services) to provide wrap-around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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, we plan to research a main degree with pathways to specialties idea and explore 8 week courses. 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 manufacturing faculty members have agreed upon the following 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 and industry partners. (Every semester)
	2) Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021)
	3) Keeping current in technology. (As funds are available)
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.) Work with our College Express program, local high schools and our industry partners.
	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?	The Division Dean and the Faculty members will be responsible for working together to complete.

Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2017-2021

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
Improving Family Circumstances	Cert	8	19.0704	

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?	NA
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	NA
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.	Terri Cummings, Dean of Business & Technology Dr. Penny J. McConnell, Dean of Liberal Arts Dr. Natalie Page, Vice-President of Academic Affairs Kathy Sturgeon, Dean of Math/Science/Health Professions Laura Williams, Dean of Adult Education These individuals reviewed the historical record of the program through the College's ICCB Master Course and Curriculum Guide and the College's record in Colleague to determine if there have been any courses or programs tied to this CIP Code offered in the last five years. There were none.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Members of the College Cabinet Tammy Betancourt, Vice-President of Finance Thomas Carey, Director of Institutional Research Jill Cranmore, Vice-President of Human Resources Stacy Ehmen, Vice-President of Student Services Kerri Thurman, Vice-President of Operations (oversees Corporate and Community Education)

Also describe their role or engagement in this process.	Members of the Curriculum Committee (includes faculty across all divisions of the College, as well as staff from Registration, Counseling, IR, and academic divisions) These individuals reviewed the historical information provided by the Deans' review and concurred with decision to eliminate this program.

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.	NA
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?	NA
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	NA
1.3 What labor market information sources are utilized?	NA
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?)	NA

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	NA
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.	NA
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.)?	NA
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?	NA
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?	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	NA

Indicator 3: Quality	Response
3.1 What are the program's strengths?	NA
3.2 What are the identified or potential weaknesses of the program?	NA
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?	NA
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.	NA
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.	NA
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

[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.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	
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?	NA
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.	NA
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?	NA
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?	NA

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

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

NA

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	Improving Family Circumstances				
CIP Code	19.0704				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Number of Completers					
Other (Please identify) Students in the ECPARA.AAS or EDUCPARAK12AAS					
How does the data support the program goals? Elaborate.	NA				
What disaggregated data was reviewed?	NA				
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.	NA				
Are the students served in this program representative of the	NA				

	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.	This program carried over from a previous regime. There was just an empty folder with the program's name on it but no details. Who and how it was removed from the College's MIS system (Colleague) is unknown. The review team identified in the first section of this report verified there are no courses or programs offered by the College that tie to this program and recommended it be eliminated. The members of the College Cabinet and the Curriculum Committee identified in the first section of this report agreed at their meetings on July 12 and July 14, respectively, that the program should be eliminated.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	File Form 22 with ICCB	
Resources Needed	None	
Responsibility Who is responsible for completing or implementing the modifications?	Tom Carey, Director of Institutional Research Dr. Penny McConnell, Dean of Liberal Arts	

Career & Technical Education

College Name:	Danville Area Community College

Academic Years Reviewed:	2017-2021

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
Early Childhood Education	AAS	61	19.0709	Early Childhood Teaching 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?	Upon completion of the program, students will be able to: - Apply the appropriate verbal and nonverbal communication strategies. - Plan curricula, taking into consideration cultural differences and abilities. - Design experiences that promote positive development and meaningful learning for all children. - Evaluate curricula based upon current research on teaching and learning. - Produce classroom guidelines and rules that promote supportive interactions among the children, between the children and the teachers, and with their families and the communities.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The DACC Early Childhood Education Program was just recently credentialed at Level II with Gateways. The College is already focusing on achieving Levels III and IV. A major impetus for working with Gateways was to improve how the College measures and assesses how well the program is meeting its objectives. While outcomes were assessed for many years, the process was not cohesive and did not clearly indicate the program objectives were being achieved. The ECE Program has adopted the assessment tools and assignments provided in the Gateways Toolkit.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	In the last review, outcomes, competencies and measurements for several courses in the ECE program had been updated to align with the most recent standards approved by the National Association for the Education of Young Children (NAEYC). These courses included Intro to Early Childhood Education, Creative Learning Experiences, Cultural Effects on Young Children, Children's Literature, Language Development, Math/Science for Young Children, and Health/Nutrition for Young Children. Additional courses have been aligned including Guiding Children, Infant Toddler Development and

	Curriculum, Day Care Administration, and Program Planning/Young Children.
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.	Kelly Alvarez, Instructor, Early Childhood Education Rena Pate, Part-time Instructor, Early Childhood Education Dr. Penny McConnell, Dean of Liberal Arts & Library Services and Part-time Instructor, Early Childhood Education Dr. Stefanie Davis, Associate Professor, Rhetoric, and Assessment Champion Liberal Arts These individuals reviewed/revised course descriptions, syllabi, learning outcomes, topical outlines, and assessment practices; analyzed student success data and assessment data; and designed plans for moving forward with Gateways credentialing and assessment practices.
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.	Ana Nasser, Director of DACC Child Development Center Dawn Nasser, Academic Advisor, Early Childhood Education Stephane Potts, Director Academic Advising and Counseling/Transfer Articulation Coordinator These individuals reviewed the curriculum and student completion data to verify that what is being offered meets the needs of employers and external credentialing bodies and the students completing the program are sufficient in number to meet labor market needs.
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.	The only pre-requisites for this program are students must have college level reading and writing skills. They can show they meet these requirements in many ways, including scores on: placement exams; the ACT, SAT16, or PARCC; high school cumulative GPA; and/or GED Language Arts score or a comparable score on another high school equivalency exam.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Early Childhood Certificate is 31 credit hours and the AAS is 61 credit hours. Faculty and administration are reviewing two options, either of which could reduce the credit hours to 30 and 60, respectively. The Creative Learning class is 4 credit hours. Could it be 3 instead? Currently students take two classes, Health and Nutrition (2 credit hours) and First Aid and Personal Safety (2 credit hours). Several years they were taught together as one 3 credit hour class. Should the Program return to that model?

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market demand for Early Childhood Education continues to be strong. Area child care service providers and members of the Early Childhood Advisory Committee indicate an on-going need to educate childcare workers in the field in order to meet state and federal guidelines. All teachers in Head Start facilities must have a minimum of an Associate's Degree and directors must have at least a Bachelor's degree. In addition, with the statewide shortage of licensed teachers, many local school districts have had to hire substitute teachers with just an AAS as full-time employees to meet their staffing needs. Preference is often given to those who have an associate degree in Early Childhood Education, especially in K-4 classrooms. There continues to be a critical need for early childcare throughout the state.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The Program Employment Projections for Vermilion County, Economic Development Region 2 (which encompasses Champaign, Douglas, Ford, Iroquois, Piatt and Vermilion) and the State of Illinois are consistent for paraprofessional educators. The overall percent in employment change in the region 2016-2026 is predicted to be 5.2% with 97 exits, 80 transfers, and 9 new positions, resulting in .5% annual compound growth. At the state level the overall employment change from 2018-2028 is predicted to be 1.7% with 3,143 exits, 3097 transfers, and 101 new positions, resulting in .2% annual compound growth. The data does not include the need specifically for early childhood daycare providers, which is at a critical level.
1.3 What labor market information sources are utilized?	Data was pulled from the Illinois Department of Employment Security December 2020.
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?)	Early Childhood Education classes are offered to high school students for dual credit through DACC's College Express program, which is discussed in greater detail in Section 3.7. The College has an academic advisor assigned to all education majors, including Early Childhood Education majors. The College also has an active Career Services office, which reaches out to prospective students throughout the region, as well as a full-time Recruiter. All career programs are routinely highlighted on the DACC radio show, the DACC YouTube channel, the College's weekly podcast DACCCAST, etc.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	All changes to the program must be reviewed by the College's Curriculum Committee, which meets monthly throughout the academic year and once in the summer. That committee must approve all course and programmatic changes before they go to the Academic Affairs Office and as required to the DACC Board of Trustees, IAI, ICCB, ISBE, HLC, and any other external entities.

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.	The review underscored what had already been identified as a need of the program. The program and course outcomes needed to be revised to make them more objective and measurable and a system needed to be put into place to make sure the program is meeting its outcomes. Aligning the program with Gateways and achieving the Level II Credential was just the first step in the process. DACC will be pursuing Levels III and IV status. Aligning with Gateways will provide another way for students, particularly those who are already working in the field, to earn credit hours and complete the Early Childhood program in a timely manner.
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 primary costs associated with the Early Childhood Education Program are faculty salaries and benefits. There is only one full-time instructor so these costs are relatively low, compared to what they would be if a second full-time instructor were required. The costs for the full-time instructor average $80,000 in salary and $10,000 in health insurance annually. The cost for the part-time instructors average $20,000 per year. These are comparable with similar CTE programs, Criminal Justice and Culinary Arts, which have one full-time and two part-time instructors each. Over the five-year review period the net income for the ECE Program was 11%. Other CTE programs that had a positive net income included: Business (26%), Criminal Justice (21%), CTE Service Courses (150%), HVAC (86%), Marketing (11%), Certified Nursing Assistant (44%), Personal Trainer (82%), and Rad Tech (7%). The other 16 CTE programs all had negative net income ranging from -1% for Computer Networking/Programming to -70% for Wind. The total net income for all 25 CTE programs was -9%. The Early Childhood Education Program does not rely heavily on expensive technology and is funded entirely from the College's education fund.
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.	The program is funded completely through the College's education fund. Occasionally Perkins funds are requested to purchase a specific piece of equipment or to provide funds for professional development.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	This is a very cost-effective program. There is only one full-time instructor who teaches the bulk of the courses and two part-time instructors who teach one or two each semester. The overhead is very low because the program does not require expensive hardware and software beyond the standard computer/printer/projector/smart board/LMS platform the College provides for all programs.

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?	Students pay tuition and fees for this program, as they do for any other program offered by the institution. The College does many things to assist students in overcoming financial barriers to participating. The Financial Aid office assists students with filing the FAFSA. The DACC Foundation awards thousands of dollars in scholarships each year, with at least two scholarships offered specifically to students in Early Childhood Education and another scholarship offered to students going into education in general. The area high schools pay for the students to participate in College Express sections of Early Childhood Education, resulting in no cost to students or their parents.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost did not result in any actions or modifications. The cost to provide the Early Childhood Education program is comparable to, even slightly lower than, the cost to provide similar program.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The Early Childhood Education Program is well established and respected throughout the community. The full-time instructor, herself once a teacher at the DACC Child Development Center, is closely connected with the local early childhood providers and is aware of their needs. The program is aligned with the NAEYC guidelines and is now credentialed with Gateways at Level II. Steps are in place to attain Levels III and IV. The program works closely with the director and staff at the DACC Child Development Center, which serves as a lab school for the Early Childhood Education students.
3.2 What are the identified or potential weaknesses of the program?	While there is a strong need for early childhood educators, individuals working in the field do not necessarily have to have a degree in the discipline. There is little incentive for a student to complete the entire program with its emphasis on completing observation and participation hours at the Child Development Center or other approved facility. The rate of pay for professionals in the field continues to be low. This is not a weakness of the program itself but a barrier the program has to overcome.
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?	In order to meet the needs of professionals working in the field and others who cannot attend traditional classes offered during the day, ECE courses are taught in a variety of ways. Classes are taught during the day, at night, one afternoon a week, online, and hybrid. Hybrid classes generally meet one afternoon or evening per month at times determined to meet the needs of the students in the classes. The College routinely gathers success rates for all classes by section and compares success rates across delivery systems. The information is shared with the appropriate dean, instructors, and other relevant individuals each semester and at the end of each academic year. The College pays close attention to the success rates of students taking the courses for dual credit as part of the College Express program.

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 Early Childhood Education Program is part of a Program of Study as defined by Perkins V and approved by the ICCB. It is a coordinated, non-duplicative sequence of academic and technical courses. It meets the general education requirements established by the State for a CTE program, including 15 hours in general education courses and a minimum of 45 hours in early childhood education courses specifically. Students in the program complete extensive hours observing at and interacting with the children at the DACC Child Development Center or other approved site, to gain employability skills. The curriculum is aligned with NAEYC standards and is credentialed with Gateways. Currently students can earn a certificate and then an AAS. Efforts are underway at the state level to make it easier for students with the AAS to transfer the degree to four-year institutions offering a four-year ECE degree. DACC is actively engaged in developing 2+2 agreements with these schools.
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.	The ECE Program aligns with the skill needs of the industry as indicated by the labor market data discussed in section 1. Local employers serve on the advisory committee for the Program, and the curriculum aligns with NAEYC and Gateways standards. Students in the program are prepared to complete a certificate, an AAS, and a BS in the discipline and have the skills to obtain employment as teachers and directors in the field. An academic counselor is assigned to all education programs, including ECE, and students in the program are encouraged to work with this counselor throughout their time at DACC. The program includes 15 hours of general education and 45 hours plus of coursework specific to early childhood education and offers work-based learning opportunities. Students must complete many observation/interaction hours at the DACC Child Development Center or other approved site and they must complete an internship or practicum at the end of the program. Students at DACC also have the opportunity to work in the Child Development Center as student employees, thus gaining more real life experience. The DACC Career Services office works closely with all students, including ECE students, to assist them with job placement. The College even hosts a Clothes Closet where students can get professional clothing for interviews. Classes are offered at times and via various modalities that make it possible for working professionals to complete their degree. Students can complete coursework as dual credit students while still in high school to get a jump start on their education. Being Gateways credentialed will provide another way students can accelerate their program completion.

[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?	DACC was perhaps the last community college in Illinois to become Gateways credentialed. This was due to some traumatic personal events that caused the faculty and staff to start/stop, start/stop the process several times. The College is thrilled to be part of the Gateways family and is looking forward to pursuing additional credentials.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The College Express program offers dual credit for high school juniors and seniors in sixteen career/technical programs (including ECE) that lead to a CTE AAS and/or certificate. These classes are offered daily on the DACC campus during the morning or afternoon. Students register for these classes at their high school. They can earn up to 12 credit hours in their program and all costs are borne by the high school. The ECE courses are Guiding Children, Creative Learning Experiences, Children's Literature, and Math/Science for Young Children. All four courses apply towards the Early Childhood Child Care Option AAS, the Early Childhood Teaching Certificate, the Early Childhood Paraprofessional AAS, and the Paraprofessional Educator Option (K-12) AAS. All high schools in the district, as well as some outside the district, participate in the College Express Program, High school students can also take other courses in the ECE Program for dual credit as approved by their high schools. These would include all of the general education classes required for the program, as well as additional discipline specific courses, such as The Nature of the Teaching Profession, Child Development and Education of the Exceptional Child. The costs for these courses would be borne by the students and/or their parents but could be offset with scholarships. High school students are eligible to apply for scholarships through the DACC Foundation, which awards over half a million dollars in scholarships every year.
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?	As stated in previous sections of this report, students taking ECE classes must complete many observation/interaction hours at the DACC Child Development Center or other approved site as part of their course work. It is during these hours they meet and work with the children, and this is where they get "hooked" on ECE. This is where they apply what they are learning in their classes and find out what works and what doesn't. There is no substitute for actually working with the children, so this is undoubtedly one of the best things about this program. The only way it could be improved would be to provide more hours for observation/interaction, but, in reality, the students do not have more time themselves to devote to 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).	Accreditation is not required for this program, although accreditation is available through NAEYC. The process is intense and relatively costly so it is not something the College is willing to pursue at this time. The faculty and staff with the Early Childhood Education Program do adhere to and support NAEYC's *Unifying Framework for the Early Childhood Education Profession.*
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.	NA
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?	DACC has transfer curriculum guides in place with Eastern, Illinois State, Indiana State, Southern Illinois University Carbondale, University of Illinois, and Western Illinois University for Education/Early Childhood Education. The focus is on students preparing to teach in the public schools, not on those planning to work in child care centers. The colleges named do not accept the entire AAS degree. If House Bill 2878 is passed into law, however, this could change dramatically, particularly if four-year institutions with ECE programs are required to accept the entire AAS in ECE from community colleges.
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?	Partnering with Gateways will definitely increase the quality of the program and its courses. In fact, it will be essential to assuring the College's degrees in ECE will transfer if HB 2878 is passed into law.
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?	In previous years full- and part-time faculty in Early Childhood Education participated in professional development activities sponsored by ICCB, Illinois Network of Childcare Resource and Referral Agencies (INCRRA), and NAEYC. They will continue to participate in webinars, trainings, and other professional development opportunities provided by these organizations. Assessing program outcomes is a primary area of interest/concern.

3.16 What is the status of the current technology and equipment used for this program?	Classrooms are equipped with state of the art computers, projectors, and smart screens. The College uses Blackboard as its LMS for all programs and there is a Blackboard shell for every class every semester that must be populated with specific information to be prepared in case of an emergency. IPads are available for students to use when completing assignments/projects in the Child Development Center. The College has a laptop loan program for students who do not have access to computers at home. Hotspots and headphones are also available.
3.17 What assessment methods are used to ensure student success?	The College has been committed to student success for over a decade and has developed an extensive assessment process that links course, program and institutional outcomes. Standard rubrics have been developed for all outcomes and each academic year a specific outcome is assessed across all courses, program, and the institution. Individual programs decide what particular assignment or task linked to the specified outcome will be assessed. The rubrics are completed for each student's assignment in the courses associated with the outcome being assessed either fall or spring semester. An assigned instructor uses the data gathered via the rubrics to write a program assessment report, identifying changes that will be made based on the assessment data. The following year the change is assessed and a "Closing the Loop" report is completed.
3.18 How are these results shared with others at the institution for continuous improvement?	Course and program level results are shared with the appropriate dean and faculty members. The results are aggregated in a number of ways that are useful to the larger institution. For example, results are aggregated as all CTE program, all transfer programs, all first-year students, all second year students, etc. Because the rubrics are identified by students' ID numbers, the information can be disaggregated by age, gender, race, socio-economic status, etc. This has been especially helpful in identifying gaps in student learning.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Since the last review it became apparent that students from lower socioeconomic backgrounds often do not succeed at the same rates as students from more comfortable situations. This was true across gender, race, and age differences. One major revision to the curriculum was to incorporate Ruby Payne's *Bridges Out of Poverty* into it. Faculty and staff participated in in-service activities focused on Payne's strategies and her book is now required reading in some education classes.
3.20 How satisfied are students with their preparation for employment?	Students entering employment say the program prepared them well. The emphasis put on observing and interacting with children as part of the coursework and the practicum/internship at the end of the program required them to do what they would be required to do when entering the workforce.

3.21 How is student satisfaction information collected?	Students are invited to complete evaluations for every class near the end of each semester. The results of the evaluations are shared with the individual faculty members, the appropriate dean, and the Vice President of Academic affairs. Every other year the College administers the Noel-Levitz Student Satisfaction Inventory. The results of the inventory are shared with the entire institution, including faculty, staff, administration, and board members. Aggregated information is shared on the DACC website. The College also participates in the CCSSE every other year. Again, these results are shared with the entire institution. Every year the Institutional Research Office sends the Graduate Exit Survey to graduating students. Unfortunately, the return is always low. The College continually seeks ways to connect with graduates and has expanded efforts to energize the Alumni Association.
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, of course, and frequently hire DACC graduates. They often serve as sites for students completing observation/interaction hours and for students completing the internship/practicum. Often students are currently employed at one of the centers while they are completing their course work. The College has frequently offered specific classes at specific times to meet the current needs of employers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committee involvement is vital to the program. The members of the committee assure the curriculum is meeting the needs of all parties and continues to fulfill requirements of various entities. For example, Head Start has many requirements that other early child care providers do not have. The Public Health Department's rules and regulations change. The last year and a half has been challenging for everyone and opportunities for advisory committees to meet in person were limited. Zoom meetings proved to be a very convenient way to gather and actually has potential moving forward to increase the number of individuals who can/will serve on the advisory committee and perhaps the number of times the group can meet each year, which has traditionally been only once annually.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with how well the program prepares students, but they continue to express concerns about the work habits of individuals entering the workforce. This is a common issue across all sectors. The program continues to work on the importance of class attendance (modeling work attendance), being prepared for class, etc.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected at Advisory Committee meetings, of course, but also at the monthly meetings held for all area Directors. The lead instructor in ECE attends these meetings, as does the Director of the DACC Child Development Center.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	The College is excited to be part of Gateways and to have access to professionals who can assist with assessing how well the program is achieving its outcomes. This is an area DACC has been working on for many years, sometimes with limited success.

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

Two of the biggest challenges in providing a program in Early Childhood Education are that students don't need the degree to get a position in the field, and they don't get paid enough as working professionals to make it worth their time or money to complete the degree. Providers often work two jobs and there is a high turnover in the field. A national shortage of qualified early childhood educators has resulted in a great deal of attention being focused on these challenges. In Illinois there was a concerted effort to get approval to offer a BAS in Early Childhood Education at community colleges. That was not successful, but hopefully HB 2878 (or something comparable) will be passed into law and there will be greater support for and interest in preparing competent ECE professionals and then paying them an adequate wage. Advance Illinois out of Chicago posted an article in its June 24 Week in Review email entitled "Two Jobs, No Benefits: Can Illinois Rescue its Early Childhood Workforce?" This article summarized the challenges and potential opportunities in this field.

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	Early Childhood Education AAS Early Childhood Teaching Assistant Certificate				
CIP Code	19.0709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	34	28	24	12
Number of Completers	9	16	17	10	3
Other (Please identify) Students in the ECPARA.AAS or EDUCPARAK12AAS	0	2	0	1	1
How does the data support the program goals? Elaborate.	The number of students enrolled in the program each year is sufficient to meet the labor market needs of the district the College serves. The courses within the programs overlap so it is difficult to determine from the total number of students how many are really pursuing this AAS or Certificate in Early Childhood Education and how many are pursuing one of the AAS paraprofessional degrees.				
What disaggregated data was reviewed?	The data in regards to the students who are registered in courses in the program were disaggregated by gender, race, socio-economic status, disability status, and age (under 20, 20-25, over 25).				

Were there gaps in the data? Please explain.	Almost 100% of the students in the program over the 5-year period were female, 83% were white, and 16% were black. No students identified as Hispanic. The percentage of students who were from lower socioeconomic backgrounds was only 27% compared to 73% who were from higher socioeconomic households. Only 12% of the students identified as having a disability. The percentage of students under the age of 20 was 24%, while the percentage 20-25 and over 25 were higher at 40% and 36%, respectively. This would be consistent with the students who are completing the degree while already working in the field.
What is the college doing to overcome any identifiable gaps?	Data were not disaggregated in a way to show what percentage of students in each of the subgroups successfully completed the program. This concern is being addressed with the Institutional Research office so moving forward that information can be reviewed and gaps identified.
Are the students served in this program representative of the total student population? Please explain.	Obviously the high percentage of females served in this program is not representative of the total student population. It is very uncommon for a male student to be interested in this field. The percentages of white and black students are close to representative of the total student population, but the lack of any Hispanic students in the program is not. The percentage who are from higher socioeconomic backgrounds is not representative of the total student population. The percentage who identified as having a disability is consistent, as are the percentages from the three age ranges.
Are the students served in this program representative of the district population? Please explain.	The high percentage who are female is not representative of the district population. The percentages who are white and black are representative, while the lack of any Hispanic participation is not. The percentage who are from lower socioeconomic background is not representative while the percentage identifying as having a disability is slightly lower than the district population. The age ranges are representative of the individuals in the district who are pursuing postsecondary education.

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 ECE curriculum appears to be current and vital. The program is moving in the right direction in terms of identifying its outcomes and finding better ways to assess how well it is meeting them. The College has disaggregated the data so it knows the demographics of the students in the program but it has not identified who actually completes the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a	The College will continue to align the ECE curriculum with Gateways and pursue Level III and Level IV credentialing. (FY 2022). The College will continue to align its ECE program assessment activities with the institutional assessment process while using Gateways assessment tools/activities to measure how well the

timeline and/or dates for each step.	ECE program outcomes are being achieved. (FY 2022-2025) The College will begin disaggregating the data in regards to the students who complete the program, not just in regards to the students who are in the program, to see if there are gaps. This is critical to ensure the program is producing graduates who are representative of the students in early childhood settings.
Resources Needed	Continued access to Gateways professionals. Professional development funds to participate in Webinars, local conferences, etc.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors teaching ECE courses, the dean of the Liberal Arts division, and the Assessment Champion for the division are responsible for completing and/or implementing the modifications outlined above.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Maintenance Mechanic	Cert	37	470303	

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?	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved. Our manufacturing faculty work very closely with our Industry partners. Students who want to secure employment upon graduation can and do. Many of them before graduation. We also have students who choose to transfer to a four-year institution and complete a Bachelor's degree. This is measured by the utilization of the Manufacturing Advisory committee who meet yearly to ensure that the knowledge and skills are current with what is needed in the workforce.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	None 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 Manufacturing Engineering Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Doug Hunter and Todd Flessner, Manufacturing Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Doug and Todd 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 Manufacturing 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.	There are a couple courses that require pre-requisites.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Employment is expected to grow in our region. There are more jobs available than students to fill those jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue if the business/industry can sustain.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	DACC Faculty and Staff are constantly looking at ways to recruit students to our programs. We currently have a partnership with our neighboring elementary school, Meade Park where we interact with the students to inform/teach them about the purpose of a college, we participate in many career fairs/events throughout the district. Our college offers dual credit courses at their high school, to eligible students and our college has a College Express program that offers dual credit for high school juniors and seniors in career/technical programs which leads to an associate's degree or certificate. One obstacle has been the steady decline in population in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure to assure our students are marketable and employable.
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. We have been able to secure/update equipment.
Indicator 2: **Cost Effectiveness**	**Response**
2.2 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.)?	Instructor's salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is not maintained mainly with grant funds. 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 utilized 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?	Costs to students for the program include tuition, fees, books and sometimes safety equipment.
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 include very qualified and dedicated faculty members who are very engaged in/with the local industry and across the state.
3.2 What are the identified or potential weaknesses of the program?	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 labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Manufacturing program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment. They are very in tune to the needs of the 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 Manufacturing Engineering Technology Program are in the pathway that meets the needs of the community. Manufacturing is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associates 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?	NA

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None
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?	There are a few students who work full-time and enrolled in this program. While this is not a formal arrangement, these students bring workplace knowledge, experience, and examples to the classroom that other students can learn from.

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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.

3.9 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.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois 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?	We have strengthened our partnership with Southern Illinois University that has allowed us to add the above articulations and hopefully will open the gates for more students to advance to a Bachelor's degree.

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?	Instructors have attended NIMS professional development, PLTW training, and OSHA 30 training. Faculty also participate during the 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?	Modern equipment is representative of what is currently being used in industry.
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 evaluation 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 are 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?	Nothing at this time, but something to discuss with our Industry Partners at our next advisory committee meeting.
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?	The DACC Graduate follow-up survey has been used at the college to measure student perceptions. Approximately five (5) months after graduation, the college surveys all CTE graduates. This generates data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our industry partners hire our graduates. Employers review the curriculum at each advisory meeting and are consulted before making any changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce

3.24 How satisfied are employers in the preparation of the program's graduates?	At the 2021 advisory committee meeting all attendees expressed high satisfaction with the program. A large number of the industry partners are satisfied.	
3.25 How is employer satisfaction information collected?	The Manufacturing Advisory Committee is one of the most engaged of all advisory committees on campus. The meetings are well attended, and the employers are very vocal about their needs and concerns. The instructors take their suggestions very seriously. The employers at this year's advisory appreciated the efforts and faculty addressed and noted any suggestions.	
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 coupled with more available jobs than persons willing to work 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	Maintenance Mechanic				
CIP Code	470303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of StudentsEnrolled					
Number of Completers	1	2	3	0	3
Other (Please identify)					
How does the data support the program goals? Elaborate.	The overarching goal of the manufacturing Engineering Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 96%. However, our completion rates are significantly lower. That is largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.				
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.				
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, make, under the age of 20, with no disabilities.				

What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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 we plan to research a main degree with pathways to specialties idea and explore 8 week courses. 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.	Upon completion of this review we plan to research a main degree with pathways to specialties idea and explore 8 week courses. 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.
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. Work with our College Express program, local high schools and our industry partners. Staying Current. As a small community college funds are sometimes limited for updating equipment/technologies.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the Faculty members will be responsible for working together to complete.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Advanced Maintenance Mechanic	Cert	18	470303	

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?	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved. Our manufacturing faculty work very closely with our Industry partners. Students who want to secure employment upon graduation can and do. Many of them before graduation. We also have students who choose to transfer to a four-year institution and complete a Bachelor's degree. This is measured by the utilization of the Manufacturing Advisory committee who meet yearly to ensure that the knowledge and skills are current with what is needed in the workforce.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	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.	The Review Team for this Advanced Maintenance Mechanic review includes Tom Carey, DACC Institutional Research; Doug Hunter and Todd Flessner, Manufacturing Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Doug and Todd 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 Manufacturing 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 setsbut 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?	Employment is expected to grow in our region. There are more jobs available than students to fill those jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue if the business/industry can sustain.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	DACC Faculty and Staff are constantly looking at ways to recruit students to our programs. We currently have a partnership with our neighboring elementary school, Meade Park where we interact with the students to inform/teach them about the purpose of a college, we participate in many career fairs/events throughout the district. Our college offers dual credit courses at their high school, to eligible students and our college has a College Express program that offers dual credit for high school juniors and seniors in career/technical programs which leads to an associate's degree or certificate. One obstacle has been the steady decline in population in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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. We have been able to secure/update equipment.
Indicator 2: **Cost Effectiveness**	**Response**
2.3 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.)?	Instructor's salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is not maintained mainly with grant funds. 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 utilized 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?	Costs to students for the program include tuition, fees, books and sometimes safety equipment.
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 include very qualified and dedicated faculty members who are very engaged in/with the local industry and across the state.
3.2 What are the identified or potential weaknesses of the program?	Low student enrollment, but we are constantly spending efforts to build relationships and recruit students. Lack of outreach programming for summer and involvement with other high school technology departments.
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 labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Manufacturing program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment.
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 Advanced Maintenance Mechanic are in the pathway that meets the needs of the community. Manufacturing is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associates 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?	Nothing at this time.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Nothing at this time.
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?	There are a few students who work full-time and enrolled in this program. While this is not a formal arrangement, these students bring workplace knowledge, experience, and examples to the classroom that other students can learn from.

[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.

3.9 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.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University, SIU's Bachelor of Science in Industrial Management and Applied Engineering (IMAE) is a quality focused degree where students will complete coursework in Six Sigma, Lean Manufacturing, Quality Control, Facilities Planning, Cost Estimating, Personnel Supervision, CAD/CAM, and Industrial Robotics, etc.
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 strengthened our partnership with Southern Illinois University that has allowed us to add the above articulations and hopefully will open the gates for more students to advance to a Bachelor's degree.

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?	Instructors have attended NIMS professional development, PLTW training, and OSHA 30 training. Faculty also participate during the 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?	Modern equipment is representative of what is currently being used in industry.
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 evaluation 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 are 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?	Nothing at this time, but something to discuss with our Industry Partners at our next advisory committee meeting.
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?	The DACC Graduate follow-up survey has been used at the college to measure student perceptions. Approximately five (5) months after graduation, the college surveys all CTE graduates. This generates data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our industry partners hire our graduates. Employers review the curriculum at each advisory meeting and are consulted before making any changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce.

3.24 How satisfied are employers in the preparation of the program's graduates?	At the 2021 advisory committee meeting all attendees expressed high satisfaction with the program. A large number of the industry partners are satisfied.
3.25 How is employer satisfaction information collected?	The Manufacturing Advisory Committee is one of the most engaged of all advisory committees on campus. The meetings are well attended, and the employers are very vocal about their needs and concerns. The instructors take their suggestions very seriously. The employers at this year's advisory appreciated the efforts and faculty addressed and noted any suggestions.
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 coupled with more available jobs than persons willing to work 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	Advanced Maintenance Mechanic
CIP Code	470303

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of StudentsEnrolled					
Number of Completers	13	13	10	7	5
Other (Please identify)	1	1	1	0	1
How does the data support the program goals? Elaborate.	The overarching goal of the manufacturing Engineering Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 96%. However, our completion rates are significantly lower. That is largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.				

What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, male, under the age of 20, with no disability.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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 we plan to research a main degree with pathways to specialties idea and explore 8 week courses. 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 manufacturing faculty members have agreed upon the following 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 and industry partners. (Every semester) 2. Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021). 3. Keeping current in technology (as funds are available).
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. Work with our College Express program, local high schools and our industry partners.
	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?	The Division Dean and the Faculty members will be responsible for working together to complete.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Advanced Manufacturing	Degree	66	470303	Maintenance Mechanic, Advanced Maintenance Mechanic, Mechatronics

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?	- Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. - Students will apply technical specialties, such as engineering materials and mechanics. - Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. - Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. - Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. - Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved. Our manufacturing faculty work very closely with our Industry partners. Students who want to secure employment upon graduation can and do. Many of them before graduation. We also have students who choose to transfer to a four-year institution and complete a Bachelor's degree. This is measured by the utilization of the Manufacturing Advisory committee who meet yearly to ensure that the knowledge and skills are current with what is needed in the workforce.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Previous report indicated use of new equipment.
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 Manufacturing Engineering Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Doug Hunter and Todd Flessner, Manufacturing Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Doug and Todd 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 Manufacturing 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 setsbut 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 Technical elective(s) 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?	Employment is expected to grow in our region. There are more jobs available than students to fill those jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue if the business/industry can sustain.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	DACC Faculty and Staff are constantly looking at ways to recruit students to our programs. We currently have a partnership with our neighboring elementary school, Meade Park where we interact with the students to inform/teach them about the purpose of a college, we participate in many career fairs/events throughout the district. Our college offers dual credit courses at their high school, to eligible students and our college has a College Express program that offers dual credit for high school juniors and seniors in career/technical programs which leads to an associate's degree or certificate. One obstacle has been the steady decline in population in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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. We have been able to secure/update equipment.
Indicator 2: **Cost Effectiveness**	**Response**
2.4 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.)?	Instructors' salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is not maintained mainly with grant funds. 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 utilized 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?	Costs to students for the program include tuition, fees, books and sometimes safety equipment.
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 include very qualified and dedicated faculty members who are very engaged in/with the local industry and across the state.
3.2 What are the identified or potential weaknesses of the program?	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 labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Manufacturing program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment. They are very in tune to the needs of the 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 Advanced Manufacturing Program are in the pathway that meets the needs of the community. Manufacturing is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associates 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?	Nothing at this time.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None at this time.
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?	There are a few students who work full-time and enrolled in this program. While this is not a formal arrangement, these students bring workplace knowledge, experience, and examples to the classroom that other students can learn from.

[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.

3.9 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.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois 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?	We have strengthened our partnership with Southern Illinois University that has allowed us to add the above articulations and hopefully will open the gates for more students to advance to a Bachelor's degree.

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?	Instructors have attended NIMS professional development, PLTW training, and OSHA 30 training. Faculty also participate during the 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?	Modern equipment is representative of what is currently being used in industry.
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 evaluation 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 are 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?	Nothing at this time, but something to discuss with our Industry Partners at our next advisory committee meeting.
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?	The DACC Graduate follow-up survey has been used at the college to measure student perceptions. Approximately five (5) months after graduation, the college surveys all CTE graduates. This generates data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our industry partners hire our graduates. Employers review the curriculum at each advisory meeting and are consulted before making any changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce.

3.24 How satisfied are employers in the preparation of the program's graduates?	At the 2021 advisory committee meeting all attendees expressed high satisfaction with the program. A large number of the industry partners are satisfied.
3.25 How is employer satisfaction information collected?	The Manufacturing Advisory Committee is one of the most engaged of all advisory committees on campus. The meetings are well attended, and the employers are very vocal about their needs and concerns. The instructors take their suggestions very seriously. The employers at this year's advisory appreciated the efforts and faculty addressed and noted any suggestions.
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 coupled with more available jobs than persons willing to work   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	Advanced Manufacturing

CIP Code	470303

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	17	36	32	144
Number of Completers	4	4	5	0	10
Other (Please identify)					
How does the data support the program goals? Elaborate.	The overarching goal of the Advanced Manufacturing degree is to prepare students to enter the workforce. The data suggests our retention rate averages 96%. However, our completion rates are significantly lower. That is largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.

Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, male, under the age of 20, with no disabilities.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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 we plan to research a main degree with pathways to specialties idea and explore 8 week courses. 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 manufacturing faculty members have agreed upon the following 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 and industry partners (every semester). 2. Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021) 3. Keeping current in technology (as funds are available).
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. Work with our College Express program, local high schools and

	our industry partners. Staying Current. As a small community college funds are sometimes limited for updating equipment/technologies.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the Faculty members will be responsible for working together to complete.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2021-22

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
Fundamentals of Automotive Technology	Cert	12	470604	

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 basics of automotive technology.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved. Students can complete most of this certificate in their college express enrollment. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Research 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 the 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 for our students and ultimately lead them in be continuing to be life-long learners. The Office of Instruction Research 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 Automotive Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Alan Wilson and Dean Graves, Automotive Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Dean and Alan 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 Automotive 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 setsbut 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?	Employment is expected to grow slightly in our region.

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 the same. The outlook for our region/area is expected to increase slightly.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.
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?)	Automotive programs pipeline would include our area (district) high school students. The new Automotive faculty have worked very to build a working relationship and partnership to allow our high school students to understand what an automotive degree could lead to. A series of automotive courses are taught to high school students who come to our college during the school day and take automotive 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?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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.	That information is not available.
Indicator 2: **Cost Effectiveness**	**Response**
2.5 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 depends on enrollment. The population in our district we serve is declining. However, the College and advisory committee values the program and supports it. They have encouraged the College to continue the automotive program. Currently the majority of the costs include two full-time faculty members' salary and benefits. Equipment updates along with maintenance of equipment are costly as well. The program is funded by 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 or 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 students pay tuition and course fees. The college's financial aid department makes every effort within its means to help all students with limited financial resources to secure the funds needed to complete their educational goals. The college's foundation 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 automotive program strengths include the two new qualified faculty members, very ingrained in the industry
3.2 What are the identified or potential weaknesses of the program?	Currently the only weakness would be funding to cover the many costs associated with an automotive technology 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?	Delivery methods include traditional lecture, hybrid lecture, and labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty also communicate directly with the students to understand them. They are 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 automotive program is part of the Program of Study as defined by Perkins V. The new faculty work with local industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment and they are very in-tune to the needs of the 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 automotive program are in the pathway to meet the needs of the community. The automotive program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate 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?	The automotive program has been able to secure two (2) used G6 race cars that are used to recruit students to complete the degree with the option in the last semester of taking a course that allows them to delve into engine technology, engine overhaul, drive train, electronics, and fuel system. They also focus on safety in a high performance industry. The students then race at the US 41 Dragstrip.
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?	INFO 245—Employment Seminar is taken by a student who are counseled in career search and development techniques as well as employment opportunities, with the goal of securing employment. The students also participate in a professional work experience where they learn a variety of skills they cannot learn in the classroom. These 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. The opportunities to improve the quality of the program by allowing potential employers to identify future employees and see value in the automotive program. They also could share information with others in their field (word of mouth). Occasionally student 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 upfront with the employer can help avoid this.

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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.

3.9 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.	N/A
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 at this time.
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 new faculty have forged partnerships with the local Vermilion Chevrolet and Ford dealerships.
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 in professional development opportunities during our in-service. 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?	We have been fortunate enough to update older or worn out equipment, purchase tools and toolboxes along with a couple of race cars. We will add the new MDI and Tech Pro software.
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 or lab observation. The dean and the 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 are discussed. Faculty evaluations conducted by the dean are shared with the faculty member, Vice President of Academic Affairs, 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 at this time.
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 automotive advisory committee. 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 are of the automotive program.
3.25 How is employer satisfaction information collected?	They verbally show this information at our annual advisory committee meeting that they hire our graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	We plan to do some research to look at bringing it more in line with our college express classes.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Barriers—Our decreasing student populations would be a main barrier.

We continue to update the technology and modernized the program, continue to build industry/community partners and obtaining funding for equipment/updates and purchases.

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	Automotive Technology				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of StudentsEnrolled					
Number of Completers	7	0	0	0	0
Other (Please identify)					

How does the data support the program goals? Elaborate.	The overarching goal of the Automotive Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 75%. We anticipate this increasing as we have two new faculty who are doing great things in Automotive.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, male, under the age of 20, with no disabilities.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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.	1) Recruiting and Retention. 2) Upon completion of this review we plan to focus during student course work: more diagnostics, hands-on transmission services, preventative diagnostics and maintenance, alignments, and electronic components of vehicles. 3) It was also suggested that ASE (National Institute for Automotive Service Excellence) be a focus in the curriculum. This will help the students prepare for the ASE exam that industry requires. It was determined that the ASE questions during book work will be emphasized. 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 automotive faculty members have agreed upon the following 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 and industry partners (every semester). 2. Implement Fall 2021 3. Implement Fall 2021
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
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the Faculty members 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
Automotive Technology	Cert	33	470604	

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?	• Students will implement safe work habits in the automotive technology environment. • Students will exhibit proper usage and care of basic automotive tools and equipment. • Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. • Students will document repairs of vehicles thoroughly and accurately. • Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. • Students will demonstrate appropriate automotive skills and technical knowledge to be successful in entry level automotive positions.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in the program are being met/achieved. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Research 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 the 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 Research 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 Automotive Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Alan Wilson and Dean Graves, Automotive Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Dean and Alan 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 Automotive 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 setsbut 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 Technical elective(s) a student chooses they could complete more than 30 hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Employment is expected to grow slightly in our region.

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 the same. The outlook for our region/area is expected to increase slightly.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.
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?)	Automotive programs pipeline would include our area (district) high school students. The new Automotive faculty have worked very to build a working relationship and partnership to allow our high school students to understand what an automotive degree could lead to. A series of automotive courses are taught to high school students who come to our college during the school day and take automotive 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?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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.	That information not available.
Indicator 2: **Cost Effectiveness**	**Response**
2.6 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 depends on enrollment. The population in our district we serve is declining. However, the College and advisory committee values the program and supports it. They have encouraged the College to continue the automotive program. Currently the majority of the costs include two full-time faculty members' salary and benefits. Equipment updates along with maintenance of equipment are costly as well. The program is funded by 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 or 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 students pay tuition and course fees. The college's financial aid department makes every effort within its means to help all students with limited financial resources to secure the funds needed to complete their educational goals. The college's foundation 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 automotive program strengths include the two new qualified faculty members, very ingrained in the industry
3.2 What are the identified or potential weaknesses of the program?	Currently the only weakness would be funding to cover the many costs associated with an automotive technology 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?	Delivery methods include traditional lecture, hybrid lecture, and labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty also communicate directly with the students to understand them. They are 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 automotive program is part of the Program of Study as defined by Perkins V. The new faculty work with local industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment and they are very in-tune to the needs of the 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 automotive program are in the pathway to meet the needs of the community. The automotive program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate 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?	The automotive program has been able to secure two (2) used G6 race cars that are used to recruit students to complete the degree with the option in the last semester of taking a course that allows them to delve into engine technology, engine overhaul, drive train, electronics, and fuel system. They also focus on safety in a high performance industry. The students then race at the US 41 Dragstrip
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?	INFO 245—Employment Seminar is taken by a student who are counseled in career search and development techniques as well as employment opportunities, with the goal of securing employment. The students also participate in a professional work experience where they learn a variety of skills they cannot learn in the classroom. These 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. The opportunities to improve the quality of the program by allowing potential employers to identify future employees and see value in the automotive program. They also could share information with others in their field (word of mouth). Occasionally student 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 upfront with the employer can help avoid this.

[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.

3.9 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.	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?	Yes. The new faculty have forged partnerships with the local Vermilion Chevrolet and Ford dealerships.
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 in professional development opportunities during our in-service. 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?	We have been fortunate enough to update older or worn out equipment, purchase tools and toolboxes along with a couple of race cars. We will add the new MDI and Tech Pro software.
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 or lab observation. The dean and the 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 are discussed. Faculty evaluations conducted by the dean are shared with the faculty member, Vice President of Academic Affairs, 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?	AUTO 229, Vehicle Safety and Performance. This new course will be the course the DACC racing team will be enrolled in. This course is designed to increase enrollment and to make DACC recognizable in the community. The car that was purchased for this course will be used in competitions in races and Battle of the Colleges competition with Parkland.
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 automotive advisory committee. 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 are of the automotive program.
3.25 How is employer satisfaction information collected?	They verbally show this information at our annual advisory committee meeting that 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.

Barriers—Our decreasing student populations would be a main barrier.

We continue to update the technology and modernized the program, continue to build industry/community partners and obtaining funding for equipment/updates and purchases.

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	Automotive Technology				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of StudentsEnrolled					
Number of Completers	3	5	2	1	1
Other (Please identify)					

How does the data support the program goals? Elaborate.	The overarching goal of the Automotive Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 75%. We anticipate this increasing as we have two new faculty who are doing great things in Automotive.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, male, under the age of 20, with no disabilities.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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.	1. Recruiting and Retention. 2. Upon completion of this review we plan to focus during student course work: more diagnostics, hands-on transmission services, preventative diagnostics and maintenance, alignments, and electronic components of vehicles. 3. It was also suggested that ASE (National Institute for Automotive Service Excellence) be a focus in the curriculum. This will help the students prepare for the ASE exam that industry requires. It was determined that the ASE questions during book work will be emphasized. 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 automotive faculty members have agreed upon the following 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 and industry partners. (Every semester) 2. Implement Fall 2021 3. Implement Fall 2021
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
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the Faculty members will be responsible for working together to complete.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Automotive Technology	D	62	470604	Fundamentals of Auto and Auto Tech Cert

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?	• Students will implement safe work habits in the automotive technology environment. • Students will exhibit proper usage and care of basic automotive tools and equipment. • Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. • Students will document repairs of vehicles thoroughly and accurately. • Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. • Students will demonstrate appropriate automotive skills and technical knowledge to be successful in entry level automotive positions.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in the program are being met/achieved. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Research 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 the 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 Research 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 Automotive Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Alan Wilson and Dean Graves, Automotive Faculty Members; and Terri Cummings, Dean of Business and Technology. Tom, Dean and Alan 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 Automotive program. They all have provided valuable feedback that has allowed us to complete this review.

<table>
<tr><td colspan="2" align="center">CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data setsbut 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.</td></tr>
<tr><td>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.</td><td>Pre-requisites or placement scores were not analyzed as part of this review.</td></tr>
<tr><td>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</td><td>Depending on which Technical elective(s) a student chooses they could complete more than 60 hours.</td></tr>
</table>

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	Employment is expected to grow slightly in our region.
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 the same. The outlook for our region/area is expected to increase slightly.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.
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?)	Automotive programs pipeline would include our area (district) high school students. The new Automotive faculty have worked very to build a working relationship and partnership to allow our high school students to understand what an automotive degree could lead to. A series of automotive courses are taught to high school students who come to our college during the school day and take automotive 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?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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.	That information is not available.
Indicator 2: Cost Effectiveness	**Response**
2.7 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 depends on enrollment. The population in our district we serve is declining. However, the College and advisory committee values the program and supports it. They have encouraged the College to continue the automotive program. Currently the majority of the costs include two full-time faculty members' salary and benefits. Equipment updates along with maintenance of equipment are costly as well. The program is funded by 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 or 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 students pay tuition and course fees. The college's financial aid department makes every effort within its means to help all students with limited financial resources to secure the funds needed to complete their educational goals. The college's foundation 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 automotive program strengths include the two new qualified faculty members, very ingrained in the industry locally and across our state.
3.2 What are the identified or potential weaknesses of the program?	Currently the only weakness would be funding to cover the many costs associated with an automotive technology 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?	Delivery methods include traditional lecture, hybrid lecture, and labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty also communicate directly with the students to understand them. They are 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 automotive program is part of the Program of Study as defined by Perkins V. The new faculty work with local industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment and they are very in-tune to the needs of the 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 automotive program are in the pathway to meet the needs of the community. The automotive program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate 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?	The automotive program has been able to secure two (2) used G6 race cars that are used to recruit students to complete the degree with the option in the last semester of taking a course that allows them to delve into engine technology, engine overhaul, drive train, electronics, and fuel system. They also focus on safety in a high performance industry. The students then race at the US 41 Dragstrip.
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?	INFO 245—Employment Seminar is taken by a student who are counseled in career search and development techniques as well as employment opportunities, with the goal of securing employment. The students also participate in a professional work experience where they learn a variety of skills they cannot learn in the classroom. These 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. The opportunities to improve the quality of the program by allowing potential employers to identify future employees and see value in the automotive program. They also could share information with others in their field (word of mouth). Occasionally student 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 upfront with the employer can help avoid this.

[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.

3.9 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.	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?	Yes. The new faculty have forged partnerships with the local Vermilion Chevrolet and Ford dealerships.
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 in professional development opportunities during our in-service. 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?	We have been fortunate enough to update older or worn out equipment, purchase tools and toolboxes along with a couple of race cars. We will add the new MDI and Tech Pro software.
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 or lab observation. The dean and the 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 are discussed. Faculty evaluations conducted by the dean are shared with the faculty member, Vice President of Academic Affairs, 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?	AUTO 229, Vehicle Safety and Performance. This new course will be the course the DACC racing team will be enrolled in. This course is designed to increase enrollment and to make DACC recognizable in the community. The car that was purchased for this course will be used in competitions in races and Battle of the Colleges competition with Parkland.
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 automotive advisory committee. 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 are of the automotive program.
3.25 How is employer satisfaction information collected?	They verbally show this information at our annual advisory committee meeting that 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.

Barriers—Our decreasing student populations would be a main barrier.

We continue to update the technology and modernized the program, continue to build industry/community partners and obtaining funding for equipment/updates and purchases.

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	Automotive Technology				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	12	17	14	13
Number of Completers	13	7	6	2	10
Other (Please identify)					

How does the data support the program goals? Elaborate.	The overarching goal of the Automotive Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 75%. We anticipate this increasing as we have two new faculty who are doing great things in Automotive.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, male, under the age of 20, with no disability.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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.	1. Recruiting and Retention. 2. Upon completion of this review we plan to focus during student course work: more diagnostics, hands-on transmission services, preventative diagnostics and maintenance, alignments, and electronic components of vehicles. 3. It was also suggested that ASE (National Institute for Automotive Service Excellence) be a focus in the curriculum. This will help the students prepare for the ASE exam that industry requires. It was determined that the ASE questions during book work will be emphasized. 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 automotive faculty members have agreed upon the following 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 and industry partners. (Every semester) 2. Implement Fall 2021 3. Implement Fall 2021
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
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the Faculty members will be responsible for working together to complete.

Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Basic Auto Technology (DOC)	Cert	26	470604	

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?	• Students will implement safe work habits in the automotive technology environment. • Students will exhibit proper usage and care of basic automotive tools and equipment. • Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. • Students will document repairs of vehicles thoroughly and accurately. • Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. • Students will demonstrate appropriate automotive skills and technical knowledge to be successful in entry level automotive positions.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in the program are being met/achieved. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Research 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 the 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

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	None Available
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 Automotive Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Nick Farrar, Automotive Instructor, McKenna Allison, Director of Educational Programs and Terri Cummings, Dean of Business and Technology. Tom and McKenna 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 Automotive 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.	

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Employment is expected to grow slightly in our region.
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 the same. The outlook for our region/area is expected to increase slightly.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	This is taught in the Department of Corrections, so eligible students sign up on a continuous basis.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We mirror the courses taught on our campus.
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**
2.8 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.)?	Instructor's salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is offset by grant funds through the state.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We try to the best of our ability to stay current and be fiscally responsible.
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?	NA

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 include a qualified and dedicated Instructor who is very knowledgeable.
3.2 What are the identified or potential weaknesses of the program?	NA
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 labs. The Division Dean, Director of Educational Programs and instructor review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Automotive program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment.
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 automotive program are in the pathway to meet the needs of the community. The automotive program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate 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?	NA
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?	None

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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.

3.9 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.	N/A
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?	Our DOC Instructors work closely with the DACC faculty to insure consistency in delivery.
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?	During the 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?	Recently we were able to switch out a very old auto for a newer one for the students to work on.
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 evaluation 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 are 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?	The students have expressed they are satisfied.
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)	NA
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	NA
3.24 How satisfied are employers in the preparation of the program's graduates?	NA
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.
NA

Performance and Equity

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

CTE Program	Basic Auto Technology				
CIP Code	47060				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	0	0	0	1
Number of Completers	14	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Due to state budget cuts, loss of Automotive Instructor and COVID, numbers were down.				
What disaggregated data was reviewed?	No				
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.	Students served are those incarcerated at the DOC facility.				
Are the students served in this program representative of the district population? Please explain.	See above				

Review Results	
Action	X 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.	Under the direction of a new Director of Education and Automotive Instructor, the quality of this program will continue to increase.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to update equipment and materials to provide a quality education for our students.
Resources Needed	Funding as needed.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Educational Programs, Dean of Business and Technology and Automotive Instructor.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Advanced Auto Technology (DoC)	Cert	13	470604	

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?	• Students will implement safe work habits in the automotive technology environment. • Students will exhibit proper usage and care of basic automotive tools and equipment. • Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. • Students will document repairs of vehicles thoroughly and accurately. • Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. • Students will demonstrate appropriate automotive skills and technical knowledge to be successful in entry level automotive positions.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in the program are being met/achieved. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Research 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 the 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

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	None Available
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 Automotive Technology AAS Degree review includes Tom Carey, DACC Institutional Research; Nick Farrar, Automotive Instructor, McKenna Allison, Director of Educational Programs and Terri Cummings, Dean of Business and Technology. Tom and McKenna 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 Automotive 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.	

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Employment is expected to grow slightly in our region.
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 the same. The outlook for our region/area is expected to increase slightly.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	This is taught in the Department of Corrections, so eligible students sign up on a continuous basis.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We mirror the courses taught on our campus.
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**
2.9 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.)?	Instructor's salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is offset by grant funds through the state.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We try to the best of our ability to stay current and be fiscally responsible.
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?	NA

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 include a qualified and dedicated Instructor who is very knowledgeable.
3.2 What are the identified or potential weaknesses of the program?	NA
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 labs. The Division Dean, Director of Educational Programs and instructor review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Automotive program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment.
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 automotive program are in the pathway to meet the needs of the community. The automotive program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate 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?	NA
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?	None

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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.

3.9 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.	N/A
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?	Our DOC Instructors work closely with the DACC faculty to insure consistency in delivery.
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?	During the 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?	Recently we were able to switch out a very old auto for a newer one for the students to work on.
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 evaluation 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 are 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?	The students have expressed they are satisfied.
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)	NA
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	NA
3.24 How satisfied are employers in the preparation of the program's graduates?	NA
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.
NA

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	Advanced Automotive				
CIP Code	47060				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	0	0	0	1
Number of Completers	14	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Due to state budget cuts, loss of Automotive Instructor and COVID, numbers were down.				
What disaggregated data was reviewed?	No				
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.	Students served are those incarcerated at the DOC facility.				

Are the students served in this program representative of the district population? Please explain.	See above

Review Results	

Action	X 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.	Under the direction of a new Director of Education and Automotive Instructor, the quality of this program will continue to increase.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to update equipment and materials to provide a quality education for our students.
Resources Needed	Funding as needed.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Educational Programs, Dean of Business and Technology and Automotive Instructor.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Medical Assistant	Cert	39	510801	

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?	- Students will identify the anatomy and physiology of the human body for patient care. - Students will apply mathematical concepts for strategic use in patient care. - Students will recognize the need for proper infection control. - Students will show awareness of patients' nutritional needs concerning their health. - Students will demonstrate verbal and non-verbal communication for a medical office. - Students will perform the administrative functions needed for the medical office. - Students will demonstrate basic medical practice financials. - Students will identify third party reimbursements requirements for a medical office. - Students will utilize diagnostic and procedural coding protocols in a medical office setting. - Students will protect the legal rights of a patient in the medical office. - Students will recognize personal ethical considerations in healthcare. - Students will demonstrate safety and emergency practices.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved. Our Medical Assistant faculty work very closely with our Industry partners. Students who want to secure employment upon graduation can and do. Many of them before graduation. We also have students who choose to transfer to a four-year institution and complete a Bachelor's degree. This is measured by the utilization of the Medical Assistant Advisory committee who meet yearly to ensure that the knowledge and skills are current with what is needed in the workforce.

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 Medical Assistant review includes Tom Carey, DACC Institutional Research; Candice Milam, Medical Assistant Faculty and Terri Cummings, Dean of Business and Technology. Tom, Doug and Todd 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 continuously improve the Medical Assistant 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 setsbut 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.	The combination of courses is needed for students to be successful in the workplace.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	Employment is expected to grow in our region. There are more jobs available than students to fill those jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue to increase.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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?)	DACC Faculty and Staff are constantly looking at ways to recruit students to our programs. We currently have a partnership with our neighboring elementary school, Meade Park where we interact with the students to inform/teach them about the purpose of a college, we participate in many career fairs/events throughout the district. Our college offers dual credit courses at their high school, to eligible students and our college has a College Express program that offers dual credit for high school juniors and seniors in career/technical programs which leads to an associate's degree or certificate. One obstacle has been the steady decline in population in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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**
2.10 How does the institution assesscost-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.)?	Instructor's salaries, training/professional development, benefits, equipment and supplies. The CTE program is a fairly high cost program due to expensive equipment/supplies needed to stay up-to-date with the field. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is not maintained mainly with grant funds. 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 utilized 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?	Costs to students for the program include tuition, fees, and books.
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 include very qualified and dedicated faculty member who is very engaged in/with the local industry and across the state.
3.2 What are the identified or potential weaknesses of the program?	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 labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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 Manufacturing program is a part of the Program of Study as defined by Perkins V. They are constantly updating current courses, developing new courses to incorporate rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment. They are very in tune to the needs of the 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 Medical Assistant Program are in the pathway that meets the needs of the community. DACC graduates are encouraged to pursue college beyond for life-long learning.
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?	None.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, BOFF 140, Medical Terminology is offered.
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?	There are a few students who work full-time and enrolled in this program. While this is not a formal arrangement, these students bring workplace knowledge, experience, and examples to the classroom that other students can learn from.

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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.

3.9 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).	Not required, but we are in the process of applying to be accredited through Commission on Accreditation of Allied Health Education Programs.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	The program is in good status with all National Certifying bodies and there are several ways for students to test at DACC; Registered Medical Assistant (RMA), Clinical Medical Assistant Certified (CMAC), National Certified Medical Assistant (NCMA), and Certified Medical Assistant (CMA). The main DACC campus is the only site available for M.A. due to the cost of accreditation, availability of equipment. At this time dual credit can only be offered as cognitive learning, students under 18 are not allowed to perform hands-on procedures in training. DACC utilizes the following practicum sites Carle Clinic, Christie, Clinic, St. Vincent Clinics, Dr. Gindi, Iroquois Memorial, Hoopeston Valley Professional Community Health Center, and Horizon Health to accommodate students with the best fit possible for their clinicals.
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?	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 also participate during the 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?	
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 evaluation 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 are 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?	The students have expressed they are satisfied.
3.21 How is student satisfaction information collected?	The DACC Graduate follow-up survey has been used at the college to measure student perceptions. Approximately five (5) months after graduation, the college surveys all CTE graduates. This generates data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student

	satisfaction college-wide.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our industry partners hire our graduates. Employers review the curriculum at each advisory meeting and are consulted before making any changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce.
3.24 How satisfied are employers in the preparation of the program's graduates?	At the 2021 advisory committee meeting all attendees expressed high satisfaction with the program. A large number of the industry partners are satisfied.
3.25 How is employer satisfaction information collected?	The Medical Assistant Advisory Committee is very engaged. The meetings are well attended, and the employers are very vocal about their needs and concerns. The instructors take their suggestions very seriously. The employers at this year's advisory appreciated the efforts and suggestions.
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	Medical Assistant				
CIP Code	510801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	45	42	34	28

Number of Completers	26	40	34	15	11
Other (Please identify)					

How does the data support the program goals? Elaborate.	The goal of this program is to prepare students to enter the workforce. The data suggests our retention rate averages 78%.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were females under the age of 20 and over 25.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Recruiting, TRIO (Student Support Services) to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract males as the pay is not substantial. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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 plan is to be approved for Accreditation during the Fall 2021. This will enable all of our graduates to seek employment at all of the possible area options.
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 Medical Assistant faculty member have agreed upon the following 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 and industry partners (every semester).

Resources Needed	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
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and Medical Assistant faculty member.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Substance Abuse Training (DoC)	Cert	30	511501	

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 what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives have not been met as the program had been suspended.
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 includes McKenna Allison, Director of Educational Programs, DOC and Terri Cummings, Dean of Business and Technology, DACC.
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.	None

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data setsbut 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?	Employment is expected to grow in our region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.
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?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure our students are marketable and employable.
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.	NA

Indicator 2: Cost Effectiveness	Response
2.11 How does the institution assesscost-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.)?	NA
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.	No
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[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.	
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.	
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?	

[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.

3.9 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	Substance Abuse Training				
CIP Code	511501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of StudentsEnrolled					
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 X Other (please specify) REINSTATE the program.
Summary Rationale Please provide a brief rationale for the chosen action.	In December of 2015, the College made the decision to suspend all its DOC programs and laid off all the faculty and staff. Due to the lack of a stable state budget the program's viability was unknown. Fast forward to 2021, a year after COVD, DACC has a new Director of Education Programs at the Danville facility who has fostered positive relationships with the DOC administration and we are enhancing our Vocational offerings along with negotiating to being on sight transfer offerings. In our vocational we would like to bring back the substance abuse training.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Director of Education Programs at DOC and the Dean of Business and Technology will work with both entities to build a relevant certificate, hire qualified faculty and begin teaching the classes. Out timeline will be dependent upon the DOC and their ability to come out of COVID.
Resources Needed	NA

Responsibility Who is responsible for completing or implementing the modifications?	The Director of Education Programs at DOC and the Dean of Business and Technology.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Small Business Ownership	Cert	15	520701	

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?	Designed to prepare students (the new entrepreneur) for a smooth launch.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives in this program are being met/achieved.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	None
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 includes Tom Carey, DACC Institutional Research; Earle Steiner, Illinois Small Business Development Center Director and Terri Cummings, Dean of Business and Technology. Tom, and Earle 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 constantly monitor this 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 setsbut 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.	NA
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?	Employment is expected to grow slightly in our region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant. The outlook is on track to continue if the business/industry can sustain.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.
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?)	DACC Faculty and Staff are constantly looking at ways to recruit students to our programs. We currently have a partnership with our neighboring elementary school, Meade Park where we interact with the students to inform/teach them about the purpose of a college, we participate in many career fairs/events throughout the district. One obstacle has been the steady decline in population in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	We have a college curriculum committee that is comprised of faculty and administration that review and approve any new courses to be developed. Our faculty also work very closely with our Industry Partners to assure a quality program.
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
2.12 How does the institution assesscost-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 program costs continue to be minimal, and the College is committed to keeping the program. The program will continue to be monitored.
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.	The program is not maintained mainly with grant funds. 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?	NA
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 for the program include tuition, fees, and books.
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 strength of this program would be that DACC has an Illinois Small Business Development Center Director on our campus who has many networking connections across the state that can only aid our students. We also feel as a mission to our community this is a beneficial program to continue to support.
3.2 What are the identified or potential weaknesses of the program?	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 labs. The Division Dean and faculty review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with 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.	NA
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 this certificate program is in the pathway that meets the needs of the community.
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.	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?	The students historically enrolled in this program are typically working adults who have real life situations to learn from.

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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.

3.9 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.	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 are currently looking at possible avenues.
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 also participate during the 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?	NA
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 evaluation 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 are 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?	The students have expressed they are satisfied.
3.21 How is student satisfaction information collected?	The DACC Graduate follow-up survey has been used at the college to measure student perceptions. Approximately five (5) months after graduation, the college surveys all CTE graduates. This generates data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	NA
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce
3.24 How satisfied are employers in the preparation of the program's graduates?	At the 2021 advisory committee meeting all attendees expressed high satisfaction with the program. A large number of the industry partners are satisfied.
3.25 How is employer satisfaction information collected?	The Business Advisory Committee is one of the most engaged of all advisory committees on campus. The meetings are well attended, and the employers are very vocal about their needs and concerns. The instructors take their suggestions very seriously.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	NA
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	Small Business Ownership			
	CIP Code	520701			

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of StudentsEnrolled	2	2	2	2	2
Number of Completers	0	1	2	1	3
Other (Please identify)					

How does the data support the program goals? Elaborate.	Date shows low numbers enrolled.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were overwhelmingly white, with no disabilities. There is a split between male/female and under age 20/Over age 25.
What is the college doing to overcome any identifiable gaps?	We need to do a better job of communicating to our community about this option.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract the underserved population. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, the students served in this program are representative of the district population.

Review Results

Action	X 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 we plan to look at ways to communicate better about this
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 will work with the Illinois Small Business Development Center Director and the faculty who teaches the Basics of Business Start-up. This will begin Fall 2021.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Faculty and Division Dean.

Career & Technical Education

College Name:	Danville Area Community College

Academic Years Reviewed:	2017-2021

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
Early Childhood-Paraprofessional Option Paraprofessional Educator Option (K-12)	AAS AAS	60 61	13.1501 13.1501	Early Childhood Teaching Assistant (19.0709)

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?	Upon completion of the program, students will be able to: - Apply the appropriate verbal and nonverbal communication strategies. - Plan curricula, taking into consideration cultural differences and abilities. - Design experiences that promote positive development and meaningful learning for all children. - Evaluate curricula based upon current research on teaching and learning. - Produce classroom guidelines and rules that promote supportive interactions among the children, between the children and the teachers, and with their families and the communities.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The DACC Early Childhood Education Program was recently credentialed at Level II with Gateways. The four courses that align with the credential (Intro to Early Childhood Education, Child Development, Health and Nutrition and Cultural Effects) all apply towards both the Paraprofessional AAS degrees, as well as the Teaching Assistant Certificate. The College is already focusing on achieving Levels III and IV and aligning more education courses with Gateways. A major impetus for working with Gateways was to improve how the College measures and assesses how well the program is meeting its objectives. While outcomes were assessed for many years, the process was not cohesive and did not clearly indicate the program objectives were being achieved. The program has adopted the assessment tools and assignments provided in the Gateways Toolkit.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	In the last review, outcomes, competencies and measurements for several education courses had been updated to align with the most recent standards approved by the National Association for the Education of Young Children (NAEYC). These courses included Intro to Early Childhood Education, Creative Learning Experiences, Cultural Effects on Young Children, Children's Literature, Language Development, Math/Science for Young Children, and Health/Nutrition for Young Children. Additional courses have been aligned including Guiding Children, Infant Toddler Development and Curriculum, Day Care Administration, and Program Planning/Young Children.
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.	Kelly Alvarez, Instructor, Early Childhood Education Rena Pate, Part-time Instructor, Education Dr. Penny McConnell, Dean of Liberal Arts & Library Services and Part-time Instructor, Education Dr. Stefanie Davis, Associate Professor, Rhetoric, and Assessment Champion Liberal Arts These individuals reviewed/revised course descriptions, syllabi, learning outcomes, topical outlines, and assessment practices; analyzed student success data and assessment data; and designed plans for moving forward with Gateways credentialing and assessment practices.
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.	Ana Nasser, Director of DACC Child Development Center Dawn Nasser, Academic Advisor, Education Stephane Potts, Director Academic Advising and Counseling/Transfer Articulation Coordinator These individuals reviewed the curriculum and student completion data to verify that what is being offered meets the needs of employers and external credentialing bodies and the students completing the program are sufficient in number to meet labor market needs.

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.	The only pre-requisites for this program are students must have college level reading and writing skills. They can show they meet these requirements in many ways, including scores on: placement exams; the ACT, SAT16, or PARCC; high school cumulative GPA; and/or GED Language Arts score or a comparable score on another high school equivalency exam.

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Early Childhood-Teaching Assistant Certificate is 31 credit hours. The Early Childhood Paraprofessional Options AAS is 60 credit hours, while the Paraprofessional Educator Option (K-12) AAS is 61 credit hours. The reason for the additional credit hour in the K-12 option is because the students must take MATH 118 Mathematics for Elementary Education I, a 4 credit hour class, rather than just a science or math elective worth 3 credit hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The labor market demand for paraprofessional educators, continues to be strong. With the statewide shortage of licensed teachers, many local school districts have had to hire substitute teachers with just an AAS as full-time employees to meet their staffing needs. Preference is often given to those who have an associate degree in education.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The Program Employment Projections for Vermilion County, Economic Development Region 2 (which encompasses Champaign, Douglas, Ford, Iroquois, Piatt and Vermilion) and the State of Illinois are consistent for paraprofessional educators. The overall percent in employment change in the region 2016-2026 is predicted to be 5.2% with 97 exits, 80 transfers, and 9 new positions, resulting in .5% annual compound growth. At the state level the overall employment change from 2018-2028 is predicted to be 1.7% with 3,143 exits, 3097 transfers, and 101 new positions, resulting in .2% annual compound growth. The data does not include the need specifically for early childhood daycare providers, which is at a critical level.
1.3 What labor market information sources are utilized?	Data was pulled from the Illinois Department of Employment Security December 2020.
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?)	Education classes that apply towards the paraprofessional AAS degrees are offered to high school students for dual credit through DACC's College Express program, which is discussed in greater detail in Section 3.7. The College has an academic advisor assigned to all education majors, including paraprofessionals. The College also has an active Career Services office, which reaches out to prospective students throughout the region, as well as a full-time Recruiter. All career programs are routinely highlighted on the DACC radio show, the DACC YouTube channel, the College's weekly podcast DACCCAST, etc.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	All changes to the program must be reviewed by the College's Curriculum Committee, which meets monthly throughout the academic year and once in the summer. That committee must approve all course and programmatic changes before they go to the Academic Affairs Office and as required to the DACC Board of Trustees, IAI, ICCB, ISBE, HLC, and any other external entities.

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.	The review underscored what had already been identified as a need of the program. The program and course outcomes needed to be revised to make them more objective and measurable and a system needed to be put into place to make sure the program is meeting its outcomes. Aligning the program with Gateways and achieving the Level II Credential was just the first step in the process. DACC will be pursuing Levels III and IV status. Aligning with Gateways will provide another way for students, particularly those who are already working in the field, to earn credit hours and complete the paraprofessional programs in a timely manner.
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 primary costs associated with the Paraprofessional Program are faculty salaries and benefits. There is only one full-time instructor so these costs are relatively low, compared to what they would be if a second full-time instructor were required. The costs for the full-time instructor average $80,000 in salary and $10,000 in health insurance annually. The cost for the part-time instructors average $20,000 per year. These are comparable with similar CTE programs, Criminal Justice and Culinary Arts, which have one full-time and two part-time instructors each. Over the five-year review period the net income for the ECE Program was 11%. Other CTE programs that had a positive net income included: Business (26%), Criminal Justice (21%), CTE Service Courses (150%), HVAC (86%), Marketing (11%), Certified Nursing Assistant (44%), Personal Trainer (82%), and Rad Tech (7%). The other 16 CTE programs all had negative net income ranging from -1% for Computer Networking/Programming to -70% for Wind. The total net income for all 25 CTE programs was -9%. The Early Childhood Education Program does not rely heavily on expensive technology and is funded entirely from the College's education fund.
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.	The program is funded completely through the College's education fund. Occasionally Perkins funds are requested to purchase a specific piece of equipment or to provide funds for professional development.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	This is a very cost-effective program. There is only one full-time instructor who teaches the bulk of the education courses and two part-time instructors who teach one or two education courses each semester. The overhead is very low because the program does not require expensive hardware and software beyond the standard computer/printer/projector/smart board/LMS platform the College provides for all programs.

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?	Students pay tuition and fees for this program, as they do for any other program offered by the institution. The College does many things to assist students in overcoming financial barriers to participating. The Financial Aid office assists students with filing the FAFSA. The DACC Foundation awards thousands of dollars in scholarships each year, with at least three scholarships designated for students going into education, be it Early Childhood or K-12. The area high schools pay for the students to participate in College Express sections of education classes, resulting in no cost to students or their parents.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost did not result in any actions or modifications. The cost to provide the Paraprofessional program is comparable to, even slightly lower than, the cost to provide similar programs.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	DACC's Early Childhood Teaching Assistant and Paraprofessional educator's program are well established and respected throughout the community. The full-time instructor, herself once a teacher at the DACC Child Development Center, is closely connected with the local early childhood providers and is aware of their needs. One of the part-time instructors recently retired after two decades of service to District 118 in Danville. The program is aligned with the NAEYC guidelines and is now credentialed with Gateways at Level II. Steps are in place to attain Levels III and IV. The program works closely with the director and staff at the DACC Child Development Center, which serves as a lab school for education students, as well as with area schools, where students complete observation/interaction hours and the internship.
3.2 What are the identified or potential weaknesses of the program?	While there is a strong need for early childhood educators and paraprofessional to work in the schools, individuals working in the field do not necessarily have to have a degree in the discipline. There is little incentive for a student to complete the entire program with its emphasis on completing observation and interaction hours at the Child Development Center or other approved facility. The requirement is usually just that the individual have a degree in something with a few hours in education or have successfully passed a basic skills test.

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?	In order to meet the needs of professionals working in the field and others who cannot attend traditional classes offered during the day, classes are also offered at night, one afternoon a week, online, and hybrid. Hybrid classes generally meet one afternoon or evening per month at times determined to meet the needs of the students in the classes. The College routinely gathers success rates for all classes by section and compares success rates across delivery systems. The information is shared with the appropriate dean, instructors, and other relevant individuals each semester and at the end of each academic year. The College pays close attention to the success rates of students taking the courses for dual credit as part of the College Express program.
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.	The AAS degrees and certificate in the Paraprofessional Program are part of a Program of Study as defined by Perkins V and approved by the ICCB. It is a coordinated, non-duplicative sequence of academic and technical courses. It meets the general education requirements established by the State for a CTE program, including 15 hours in general education courses and a minimum of 45 hours in education courses specifically. Students in the program complete extensive hours observing at and interacting with the children at the DACC Child Development Center or other approved site, to gain employability skills. The curriculum is aligned with NAEYC standards and is credentialed with Gateways. Currently students can earn a certificate and then an AAS. Efforts are underway at the state level to make it easier for students with the AAS to transfer the degree to four-year institutions offering a four-year ECE degree. DACC is actively engaged in developing 2+2 agreements with these schools.

[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.

3.5 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.	The Paraprofessional Program aligns with the skill needs of the industry as indicated by the labor market data discussed in section 1. Local employers serve on the advisory committee for the Program, and the curriculum aligns with NAEYC and Gateways standards. Students in the program are prepared to complete a certificate, an AAS, and a BS in the discipline and have the skills to obtain employment in the field. An academic counselor is assigned to all education programs, and students in the program are encouraged to work with this counselor throughout their time at DACC. The program includes 15 hours of general education and 45 hours plus of coursework specific to education and offers work-based learning opportunities. Students must complete many observation/interaction hours at the DACC Child Development Center or other approved site and they must complete an internship or practicum at the end of the program. Students at DACC also have the opportunity to work in the Child Development Center as student employees, thus gaining more real life experience. The DACC Career Services office works closely with all students, including education students, to assist them with job placement. The College even hosts a Clothes Closet where students can get professional clothing for interviews. Classes are offered at times and via various modalities that make it possible for working professionals to complete their degree. Students can complete coursework as dual credit students while still in high school to get a jump start on their education. Being Gateways credentialed will provide another way students can accelerate their program completion.
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?	DACC was perhaps the last community college in Illinois to become Gateways credentialed. This was due to some traumatic personal events that caused the faculty and staff to start/stop, start/stop the process several times. The College is thrilled to be part of the Gateways family and is looking forward to pursuing additional credentials.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The College Express program offers dual credit for high school juniors and seniors in sixteen career/technical programs that lead to a CTE AAS and/or certificate. These classes are offered daily on the DACC campus during the morning or afternoon. Students register for these classes at their high school. They can earn up to 12 credit hours in their program and all costs are borne by the high school. The education courses are Guiding Children, Creative Learning Experiences, Children's Literature, and Math/Science for Young Children. All four courses apply towards the Early Childhood Child Care Option AAS, the Early Childhood Teaching Certificate, the Early Childhood Paraprofessional AAS, and the Paraprofessional Educator Option (K-12) AAS. All high schools in the district, as well as some outside the district, participate in the College Express Program, High school students can also take other education courses for dual credit as approved by their high schools, such as The Nature of the Teaching Profession, Child Development and Education of the Exceptional Child. The costs for these courses would be borne by the students and/or their parents but could be offset with scholarships. High school students are eligible to apply for scholarships through the DACC Foundation, which awards over half a million dollars in scholarships every year.
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?	As stated in previous sections of this report, students taking education classes must complete many observation/interaction hours at the DACC Child Development Center or other approved site as part of their course work. It is during these hours they meet and work with the children, and this is where they get "hooked." This is where they apply what they are learning in their classes and find out what works and what doesn't. There is no substitute for actually working with the children, so this is undoubtedly one of the best things about this program. The only way it could be improved would be to provide more hours for observation/interaction, but, in reality, the students do not have more time themselves to devote to 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).	Accreditation is not required for the Paraprofessional programs, but accreditation is available through NAEYC for the Early Childhood Education program itself. The process is intense and relatively costly so it is not something the College is willing to pursue at this time. The faculty and staff teaching the courses in the Early Childhood Education and Paraprofessional programs do adhere to and support NAEYC's *Unifying Framework for the Early Childhood Education Profession.*
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.	NA

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?	DACC has transfer curriculum guides in place with Eastern, Illinois State, Indiana State, Southern Illinois University Carbondale, University of Illinois, and Western Illinois University for Education/Early Childhood Education. The focus is on students preparing to teach in the public schools, not on those planning to work in child care centers. The colleges named do not accept the entire AAS degrees. If House Bill 2878 is passed into law, however, this could change dramatically, particularly if four-year institutions are required to accept the entire AAS in Early Childhood Education from community colleges.
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?	Partnering with Gateways will definitely increase the quality of the program and its courses. In fact, it will be essential to assuring the College's degrees in Early Childhood Education will transfer if HB 2878 is passed into law.
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?	In previous years full- and part-time faculty teaching education courses participated in professional development activities sponsored by ICCB, Illinois Network of Childcare Resource and Referral Agencies (INCRRA), and NAEYC. They will continue to participate in webinars, trainings, and other professional development opportunities provided by these organizations. Assessing program outcomes is a primary area of interest/concern.
3.16 What is the status of the current technology and equipment used for this program?	Classrooms are equipped with state of the art computers, projectors, and smart screens. The College uses Blackboard as its LMS for all programs and there is a Blackboard shell for every class every semester that must be populated with specific information to be prepared in case of an emergency. IPads are available for students to use when completing assignments/projects in the Child Development Center or other approved sites. The College has a laptop loan program for students who do not have access to computers at home. Hotspots and headphones are also available.
3.17 What assessment methods are used to ensure student success?	The College has been committed to student success for over a decade and has developed an extensive assessment process that links course, program and institutional outcomes. Standard rubrics have been developed for all outcomes and each academic year a specific outcome is assessed across all courses, program, and the institution. Individual programs decide what particular assignment or task linked to the specified outcome will be assessed. The rubrics are completed for each student's assignment in the courses associated with the outcome being assessed either fall or spring semester. An assigned instructor uses the data gathered via the rubrics to write a program assessment report, identifying changes that will be made based on the assessment data. The following year the change is assessed and a "Closing the Loop" report is completed.

3.18 How are these results shared with others at the institution for continuous improvement?	Course and program level results are shared with the appropriate dean and faculty members. The results are aggregated in a number of ways that are useful to the larger institution. For example, results are aggregated as all CTE program, all transfer programs, all first-year students, all second year students, etc. Because the rubrics are identified by students' ID numbers, the information can be disaggregated by age, gender, race, socio-economic status, etc. This has been especially helpful in identifying gaps in student learning.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Since the last review it became apparent that students from lower socioeconomic backgrounds often do not succeed at the same rates as students from more comfortable situations. This was true across gender, race, and age differences. One major revision to the curriculum was to incorporate Ruby Payne's *Bridges Out of Poverty* into it. Faculty and staff participated in in-service activities focused on Payne's strategies and her book is now required reading in some education classes.
3.20 How satisfied are students with their preparation for employment?	Students entering employment say the program prepared them well. The emphasis put on observing and interacting with children as part of the coursework and the practicum/internship at the end of the program required them to do what they would be required to do when entering the workforce.
3.21 How is student satisfaction information collected?	Students are invited to complete evaluations for every class near the end of each semester. The results of the evaluations are shared with the individual faculty members, the appropriate dean, and the Vice President of Academic affairs. Every other year the College administers the Noel-Levitz Student Satisfaction Inventory. The results of the inventory are shared with the entire institution, including faculty, staff, administration, and board members. Aggregated information is shared on the DACC website. The College also participates in the CCSSE every other year. Again, these results are shared with the entire institution. Every year the Institutional Research Office sends the Graduate Exit Survey to graduating students. Unfortunately, the return is always low. The College continually seeks ways to connect with graduates and has expanded efforts to energize the Alumni Association.
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, of course, and frequently hire DACC graduates. They often serve as sites for students completing observation/interaction hours and for students completing the internship/practicum. Often students are currently employed at one of the centers while they are completing their course work. The College has frequently offered specific classes at specific times to meet the current needs of employers.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committee involvement is vital to the program. The members of the committee assure the curriculum is meeting the needs of all parties and continues to fulfill requirements of various entities. For example, Head Start has many requirements that other early child care providers do not have. The Public Health Department's rules and regulations change. The last year and a half has been challenging for everyone and opportunities for advisory committees to meet in person were limited. Zoom meetings proved to be a very convenient way to gather and actually has potential moving forward to increase the number of individuals who can/will serve on the advisory committee and perhaps the number of times the group can meet each year, which has traditionally been only once annually.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with how well the program prepares students, but they continue to express concerns about the work habits of individuals entering the workforce. This is a common issue across all sectors. The program continues to work on the importance of class attendance (modeling work attendance), being prepared for class, etc.
3.25 How is employer satisfaction information collected?	Employer satisfaction is collected at Advisory Committee meetings, of course, but also at the monthly meetings held for all area Directors. The lead instructor in ECE attends these meetings, as does the Director of the DACC Child Development Center.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The College is excited to be part of Gateways and to have access to professionals who can assist with assessing how well the program is achieving its outcomes. This is an area DACC has been working on for many years, sometimes with limited success.

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

Two of the biggest challenges in providing a program for paraprofessional educators are that students don't need the degree to get a position in the field, and they don't get paid enough as working professionals to make it worth their time or money to complete the degree. Providers often work two jobs and there is a high turnover in the field. A national shortage of qualified early childhood educators has resulted in a great deal of attention being focused on these challenges. In Illinois there was a concerted effort to get approval to offer a BAS in Early Childhood Education at community colleges. That was not successful, but hopefully HB 2878 (or something comparable) will be passed into law and there will be greater support for and interest in preparing competent professionals and then paying them an adequate wage. Advance Illinois out of Chicago posted an article in its June 24 Week in Review email entitled "Two Jobs, No Benefits: Can Illinois Rescue its Early Childhood Workforce?" This article summarized the challenges and potential opportunities in this field.

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	Early Childhood-Paraprofessional Option (AAS) Paraprofessional Educator Option K-12 (AAS)				
CIP Code	13.1501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	34	28	24	12
Number of Completers	0	2	0	1	1
Other (Please identify) Students in the Early Childhood Certificate or AAS (19.0709)	9	16	17	10	3
How does the data support the program goals? Elaborate.	The number of students enrolled in the program each year is sufficient to meet the labor market needs of the district the College serves. The courses within the programs overlap so it is difficult to determine from the total number of students how many are really pursuing this AAS or Certificate in Early Childhood Education and how many are pursuing one of the AAS paraprofessional degrees.				
What disaggregated data was reviewed?	The data in regards to the students who are registered in courses in the program were disaggregated by gender, race, socio-economic status, disability status, and age (under 20, 20-25, over 25).				
Were there gaps in the data? Please explain.	Almost 100% of the students in the program over the 5-year period were female, 83% were White, and 16% were Black. No students identified as Hispanic. The percentage of students who were from lower socioeconomic backgrounds was only 27% compared to 73% who were from higher socioeconomic households. Only 12% of the students identified as having a disability. The percentage of students under the age of 20 was 24%, while the percentage 20-25 and over 25 were higher at 40% and 36%, respectively. This would be consistent with the students who are completing the degree while already working in the field.				
What is the college doing to overcome any identifiable gaps?	Data were not disaggregated in a way to show what percentage of students in each of the subgroups successfully completed the program. This concern is being addressed with the Institutional Research office so moving forward that information can be reviewed and gaps identified.				
Are the students served in this program representative of the total student population? Please explain.	Obviously the high percentage of females served in this program is not representative of the total student population. It is very uncommon for a male student to be interested in this field. The percentages of white and black students are close to representative of the total student population, but the lack of any Hispanic students in the program is not. The percentage who are from higher				

	socioeconomic backgrounds is not representative of the total student population. The percentage who identified as having a disability is consistent, as are the percentages from the three age ranges.
Are the students served in this program representative of the district population? Please explain.	The high percentage who are female is not representative of the district population. The percentages who are white and black are representative, while the lack of any Hispanic participation is not. The percentage who are from lower socioeconomic background is not representative while the percentage identifying as having a disability is slightly lower than the district population. The age ranges are representative of the individuals in the district who are pursuing postsecondary education.

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 Paraprofessional curriculum appears to be current and vital. The program is moving in the right direction in terms of identifying its outcomes and finding better ways to assess how well it is meeting them. The College has disaggregated the data so it knows the demographics of the students in the program but it has not identified who actually completes 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 College will continue to align the education curriculum with Gateways and pursue Level III and Level IV credentialing. (FY 2022 and 2023). The College will continue to align its education program assessment activities with the institutional assessment process while using Gateways assessment tools/activities to measure how well the ECE program outcomes are being achieved. (FY 2022-2025) The College will begin disaggregating the data in regards to the students who complete the program, not just in regards to the students who are in the program, to see if there are gaps. This is critical to ensure the program is producing graduates who are representative of the students in early childhood settings. The College will also review other courses that need to be offered to achieve Level III and Level IV status with Gateways, and will articulate education classes with the newly revived education panel with IAI.
Resources Needed	Continued access to Gateways professionals. Professional development funds to participate in Webinars, local conferences, etc.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors teaching education courses, the dean of the Liberal Arts division, and the Assessment Champion for the division are responsible for completing and/or implementing the modifications outlined above.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2021

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
Tractor Trailer Driver	Cert	11	490205	Tractor Trailer II, Class B CDL Training

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?	• Students will successfully complete the General Knowledge, Air Brake, and Combinations written permit tests at the Licensing Bureau. • Students will effectively control and maneuver the tractor trailer within various locations such as the interstate, urban, rural areas. • Students will demonstrate safe and professional driving skills and backing maneuvers, while recognizing, avoiding and solving hazardous driving situations. • Students will develop effective interpersonal communication strategies appropriate to workplace, including any regulatory guidelines indicated within the industry.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The objective of the Tractor Trailer Driver Training Program is to prepare students to become safe, effective and licensed Class A CDL drivers. This program was approved by ICCB October 27, 1995 and continues to successfully meet this objective. The students are incumbent workers in local logistics companies, as well as those seeking employment in these companies. 98% of the students pass their testing at the licensing bureau to obtain their CDL and 95% of the students secure employment.
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 the Tractor Trailer review includes Tom Carey, DACC Institutional Research; Pete Powell, Coordinator and Terri Cummings, Dean of Business and Technology. Tom and Pete 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 work closely with our instructors who are very connected to our industry partners. We also work with our team from Vermilion County Works who provide financial assistance and work with our local American Jobs Center. 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.	A DOT physical, drug screen, copy of motor vehicle record, certified copy of birth certificate and driver's license that cannot expire in 6 months are required to enroll in the program.
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?	Employment is expected to grow in our region. There is a huge need for drivers right now due to a driver shortage. On the high demand job list in our county it is ranked as number 6.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained constant and is expected to continue to grow.
1.3 What labor market information sources are utilized?	We utilized U.S. Bureau of Labor Statistics for our region.

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 have multiple recruiters that come to our school: Werner, Schneider, TMC, Gypsum Express, McElroy, and Knight Transportation. We also work hand in hand with our local employers: McLane, AutoZone, Sygma, Pepsi, R&L Logistics, and Holland.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students are surveyed and we meet with the Advisory Committee annually.
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**
2.13 How does the institution assesscost-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.)?	Instructors' salaries, training/professional development, benefits, equipment and supplies. The CTE program is a high cost program due to expensive equipment needed to stay up-to-date with Manufacturing Technology. General funds, Perkins funds, technology bonds, and grants from local businesses.
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.	The program is not maintained mainly with grant funds. 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 utilized our maintenance department to provide any labor, when possible. We also have purchased used trucks instead of leasing as we had done in the past. This will prove to save us some money.
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?	Tuition for this program is $3630. DACC offers a 6-month payment plan, Vermilion County Works sends eligible students where the Veteran's Grant can be used and sometimes Pell Grant.

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?	We offer a 4-1 (student/instructor) ratio with plenty of quality time at the trucks, a tractor trailer simulator, our cost is lower than most schools and we offer classes day, night and weekend.
3.2 What are the identified or potential weaknesses of the program?	A road without traffic would be beneficial for drivers first learning to shift. Newer trailers will be needed again soon due the ages and conditions.
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 labs. The Division Dean and instructors review student evaluations to understand how the student feels about the delivery method. The instructors also directly communicate with the students to understand them. They are in tune with 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 Tractor Trailer program is a part of the Program of Study as defined by Perkins V. Instructors constantly reviewing courses, to assure rigorous academic standards. They also work closely with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment. They are very in tune to the needs of the 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.	Yes, this is a 6-week program that allows students to obtain their CDL and secure employment many times immediately. As stated before we work very closely with Vermilion County Works and our American Job Center.
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?	The instructors have created youtube videos on permit training that can allow students to obtain their permit prior to coming to the program that could shorten their time with us.
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?	An imitation dock has been constructed in our lot to train students on that particular skill/procedure. Backing to a dock is used daily by most truck drivers. Recruiters come into the class often to talk with the students about job opportunities/openings. Students are well informed. We are always looking for ways to improve.

[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.

3.9 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?	Pepsico in Danville now sends students to us to train. R&L and Expo Logistics now takes students from us giving our students more job opportunity which allows them to be home more.
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?	Instructors receive monthly materials from JJ Keller which assist them in keeping up to date on industry standards and any changes.
3.16 What is the status of the current technology and equipment used for this program?	Two 2016 Cascadia Freightliner semis, a 2007 Volvo semi, two semi trailers (49" and 53") and a Doron Precision tractor trailer driving simulator.
3.17 What assessment methods are used to ensure student success?	Quizzes and tests are administered for the classroom materials. For the pre-trip, yard skills and driving the Instructors test students at the end of the 6 weeks. Students are required to take the CDL test at the licensing bureau which tests their competencies.
3.18 How are these results shared with others at the institution for continuous improvement?	Final grades are kept and monitored.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Opportunity for one on one training for struggling students has been implemented. More online resources for students who are struggling to get their permit and extra permit training at the beginning of the program. Time on the simulator prior to getting into the semi for a smoother transition to truck maneuvering and driving.
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?	Students complete program evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our industry partners hire our graduates. Employers review the curriculum at each advisory meeting and are consulted before making any changes.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It ensures our students have the education, training and skill sets for occupations in the region. They provide an avenue for receiving current and critical input for our program in order to facilitate student mastery and an emerging workforce
3.24 How satisfied are employers in the preparation of the program's graduates?	Very satisfied.
3.25 How is employer satisfaction information collected?	The Advisory Committee provides feedback for any improvements as well as weekly email communication with companies while students are in the program.
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.
NA

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	Tractor Trailer Driver				
CIP Code	490205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	12	14	25	21
Number of Completers	9	12	14	24	21
Other (Please identify)					

How does the data support the program goals? Elaborate.	We can always have more students in our program. We do a very good job of retaining and graduating the students.
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, age, and disability status.
Were there gaps in the data? Please explain.	The individuals in this program were mainly white, male, over the age of 25, with no disabilities.
What is the college doing to overcome any identifiable gaps?	The College works very closely with Vermilion County Works and the American Job Center to provide wrap around backing/assistance so students can be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, 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	X 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.	Throughout its 21-year history, the Tractor Trailer Driver Program has remained true to its goals and objectives of providing a quality, cost-effective training program that meets the needs of the residents of DACC's District. There is a recognized need for well-trained Tractor Trailer Drivers and DACC continues to answer this need for its district
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We will continue to look at all the possible funding options available to us so we can continue to update our equipment hopefully at a faster rate.
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean will work with the Coordinator of the Program.

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	2017-2021
Discipline Area:	Social and Behavioral Sciences
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?	Upon completion of 9 credit hours in the social and behavioral sciences students will be able to: - Demonstrate college level writing and oral presentation skills using appropriate citations and vocabulary pertinent to the discipline. - Apply social science methodologies to synthesize and analyze quantitative and qualitative data. - Identify and use credible online reference tools to research topics in the discipline. - Differentiate between various cultural values and defend fact based opinions on issues related to cultural awareness.
To what extent are these objectives being achieved?	Each of the program outcomes ties back to one of the College's four general education outcomes: communication, critical thinking, technology, and cultural awareness. The College assesses one general education outcome each year at the course, program and institutional levels. A standard rubric developed and approved by faculty is used at the course level to assess the learning outcome(s) tied to the program outcome that is linked to the general education outcome being evaluated. Rubrics are attached to individual student identification numbers which allows for the data to be disaggregated. The raw data is submitted to the Institutional Research office, which collates and disaggregates the data and sends it back to the respective faculty, dean, assessment committee, and other parties as needed. The data is used to generate program level assessment reports.

How does this discipline contribute to other fields and the mission of the college?	DACC is a comprehensive community college. Providing general education is central to the College's mission. The College offers 33 associate degrees and 51 certificates. The associate degrees and a few of the certificates require a specific number of credit hours in the social and behavioral sciences. The Associate in Arts and Associate in Fine Art in Art Education degrees require students to complete 9 credit hours in social and behavioral sciences. The Associate in Science and Associate in Fine Arts in Art degrees require 6 credit hours in social and behavioral sciences. The Associate in Engineering Science degree requires 3 to 6 credit hours in social and behavioral sciences, while the Associate in General Studies degree requires 3 credit hours. Every Associate of Applied Science degree requires a minimum of 15 general education credit hours, 9 of which may come from the social and behavioral sciences, depending upon the program. Most certificates do not require social or behavioral science credit hours; however, the General Education Core Curriculum Certificate requires 9 credit hours in the social and behavioral sciences and the Criminal Justice, Early Childhood Education, and Level 1 Nursing certificates all require social or behavioral science credit hours.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The College continues to improve how it assesses student learning. It is participating in the Higher Learning Commission's Assessment Academy, a four-year commitment. The Academy team, which is made up of faculty and administrators representing all academic disciplines, is focusing on creating a campus culture that embraces student learning. Social Science faculty have spent countless hours reviewing/revising/updating their course outcomes and devising assessment activities that will provide better data on how well the program is achieving its outcomes.

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?	Every year Academic Counselors and Deans participate in meetings with representatives from four-year institutions throughout the state. At these meetings those representatives outline changes to their curricula and changes that the College needs to make to be in alignment with those changes. The CAO and CSSO both participate in regular meetings at the state level where changes to curriculum are discussed. The Transfer Articulation Coordinator receives updates from IAI and other entities about curricular changes and advises the appropriate individuals on campus about these changes. Occasionally changes are made at the state level and ICCB/IBHE notify the appropriate individuals at the College, usually the CAO and/or CSSO. Changes are discussed at the Academic Affairs office meetings, as well as at the Curriculum Committee meetings. Often the faculty members themselves suggest changes that need to be made. When it is determined that changes need to be made, those changes come from the faculty member to the appropriate dean, to the Academic Affairs office, to the Curriculum Committee, to the VP of Academic Affairs, and from there to the DACC Board of Trustees, IAI, ICCB, IBHE, HLC, and/or other accrediting body as required.
1.2 How will students be informed or recruited for this discipline?	The Social and Behavioral Sciences program at DACC includes courses from anthropology, economics, geography, history, political science, psychology, and sociology. Course descriptions are easily available on the DACC website, as are the catalog, semester schedules, and curriculum guides for all degrees. Individual faculty members appear on the DACC radio show and the DACCCAST (a weekly podcast run by students). They also make YouTube videos that introduce students to their courses and their subject area. Counselors advise students as to what they must take from this discipline to meet their degree requirements.
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?	Since the last review period the College hired a new faculty member for the social sciences area. This individual is passionate about developing strong professionals to work in the mental health field, where there is great need. He has revived psychology and sociology courses that have not been taught in years, including Industrial Psychology, Personality, Social Psychology of Aging, Marriage and the Family, Social Problems, and Introduction to Social Work. He has worked closely with Franklin University to align courses so students can complete a 3+1 in Applied Psychology with them and he is working on a 3+1 in Applied Sociology. He has worked closely with individual students, guiding them through the process to complete their AA at DACC and then either complete the 3+1 with Franklin or transfer to another four-year institution to complete a bachelor degree in social work or other related degree. Under his leadership the Liberal Arts division is considering reviving the AAS in Substance Abuse and/or Human Services, if 2+2 and/or 3+1 agreements can be articulated with four-year institutions. These actions are in response to the critical need the district, region, state and nation have for mental health professionals, particularly in the area of substance abuse.

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	When the review process began earlier this year, 67 courses in this discipline were active with ICCB. As part of the review, 12 of these courses were inactivated, 3 courses were revived but are not included in the Performance and Equity section because there is no data; and 7 courses that are internships or similar types of courses were offered but had no enrollment during this review period. Of the 48 remaining courses, 16 are in the Substance Abuse program, which has been inactive for some time. The College is reviewing this curriculum and seriously considering bringing it back to the DACC campus and to the Danville Correctional Center because there is high demand for degreed individuals in this field.

Of the 29 remaining courses, 24 have IAI codes and the other 5 have been articulated with at least three four-year institutions within the last year of this review cycle. All 29 of these courses are reviewed in the Performance and Equity section of this report.

The courses with the highest need and the total number of students enrolled in them over the five-year review period were:

PSYC 100 Introduction to Psychology (2510)
SOCY 100 Introduction to Sociology (1598)
CECN 102 Microeconomic Principles (926)
POLI 150 American Government (721)
HIST 151 U.S. History to 1865 (668)
HIST 152 U.S. History since 1865 (651)
CECN 103 Macroeconomic Principles (361) |
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 associated with this discipline are salaries and benefits. Classes are lecture based and there is little cost in terms of technology other than the computer, projector, SmartBoard, and LMS platform provided for all programs offered by the College. Faculty salaries at approximately $500,000 for full- and part-time instructors are in alignment with that of other transfer disciplines. Benefits for full-time faculty at just over $50,000 are also in alignment with that of other transfer disciplines. They are higher than the salaries and benefits for career/technical programs because there are 5 full-time faculty in this discipline, compared to one full-time faculty member in most career/technical programs. In addition to the 5 full-time faculty, there are generally 5-10 part-time faculty teaching courses in this discipline.
2.2 What steps can be taken to offer curricula more cost-effectively?	Considering the credit hours generated by this discipline and the relatively low cost to offer the courses, little can be done to offer curricula more cost effectively. Some of the full-time faculty teaching in this discipline have been with the College for many years so they make more than faculty member who have been hired more recently.

2.3 Is there a need for additional resources?	This program has sufficient resources to meet the needs.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Most of the courses in the discipline are offered face-to-face, online, and hybrid. Many of the courses are offered in accelerated formats of 3, 7, 10 and 12 weeks, in addition to the traditional 16 weeks. Efforts were being made to offer a history class and a sociology class as a learning community. This was put on hold temporarily due to complications from COVID 19. Several courses are being offered in 8 week formats opposite each other, so students take one course the first 8 weeks of the semester and then another class the second eight weeks. An example of this is Introduction to Psychology is offered the first 8 weeks, and Introduction to Sociology the second 8 weeks.
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 Institutional Research office provides to the appropriate dean the success rates for every course taught that semester. The data is broken down by section and by delivery method, which includes traditional college, online/hybrid, dual credit, and Danville Correctional Center classes.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Each year the dean observes full-time faculty members in the face-to-face classroom or online, as appropriate and completes a standard evaluation form used across campus. Either the dean or lead instructor in the discipline observes part-time faculty and completes a standardized evaluation form used across campus.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Every full-time faculty member receives a $400 professional development stipend each year that can be used to defray the cost of attending conferences, trainings, and seminars held in person or online. These funds can also be used for professional memberships and/or for resources. In additional to this stipend faculty can apply for one of several Endowed Chair awards offered each year. Part-time faculty are invited to attend the Part-time Faculty Academy, which is held four times each year, and mirrors professional development activities provided to full-time faculty during in service days each semester. The dean may also approve other professional development opportunities for part-time faculty, depending on need and availability of funds. All faculty members are provided training on the College's LMS and have resources available through the newly created Teaching and Learning Center on campus. The College maintains membership in the National Institute for Staff and Organizational Development (NISOD). This organization provides a variety of high qualify, relevant professional development opportunities that are available free or at a relatively small cost to members.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	All 5 of the full-time faculty in this discipline have been involved in an IAI panel review over the last review period. One faculty member served on the IAI panel for the social and behavioral sciences for several years.

3.6 How does the discipline identify and support "at-risk" students?	Faculty are encouraged to submit electronically a Retention Alert/Student Care report form for any student appearing to be at risk of not being successful in a course. Faculty have been provided extensive training on what constitutes at risk behaviors (such as missing more than 2 classes in a row, not responding to faculty outreach efforts, a change in behavior). An individual from the Student Services division will follow up with these students, as will the faculty members. Faculty can also refer students to the TRIO Student Support Services program, the Writing Center or other tutoring center on campus, and the DACC Food Pantry. Faculty can refer students directly to professional personal counselors in the Academic Advisement office or provide them information about 211, the number to call to be linked to a variety of resources throughout the district and the state.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The Social and Behavioral Sciences program is housed in the Liberal Arts Division, along with Arts & Humanities, Communications, Criminal Justice, Early Childhood Education, and Culinary Arts. The Writing Center and the Library report to the Dean of Liberal Arts. Because all of these programs and services are located in close proximity to each other, they provide coordinated services to the students enrolled in their courses.
3.8 What does the discipline or department review when developing or modifying curriculum?	The department looks at labor market data, updates from four-year institutions, changes at IAI, ICCB, HLC, and new state and federal mandates. For example, during the course of this review period the State of Illinois enacted into law House Bill 4346, which requires all public universities and community colleges in Illinois to have an African American history class. DACC already had such a course but faculty reviewed the legislation and updated the course syllabus to make sure it was in alignment with the state's requirements.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Course retention and/or success rates are reviewed each semester and over time. Attention is given to how the course is offered (face-to-face, online, on campus, at a high school, at the Danville Correctional Center) and if more than one instructor teaches the course. Sometimes it becomes clear the modality seems to be a factor. Other times it appears the low rates may be tied to the instructor. Occasionally it is determined that the textbook is too advanced for the course. From time to time it is just a fluke, an aberration. Continuously reviewing the data and being willing to ask the hard questions is critical to addressing low retention and/or success rates.
3.10 How does the college determine student success in this discipline?	At DACC success is defined as the student has received an A, B or C in the course.

3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality did not result in any actions or modifications to the curriculum, but it did reinforce the need to strengthen the assessment processes for this program to assure program outcomes are being met. It also reinforced the need to make more data easily available to data users. This need is being addressed at the institutional level with the implementation of SharePoint, which is being built out at this time. Much of the data used to evaluate programs is provided as hard copies or in reports that are available on the website. Making the data "live" on SharePoint will greatly enhance how data users can use the data to make decisions.

List any barriers encountered while implementing the discipline.

There haven't been any barriers to implementing this discipline. The College has highly trained, competent faculty teaching the courses. The College has adequate facilities, software and hardware to offer the program. One need faculty members have expressed is that an additional computer lab that could be dedicated to social and behavioral science classes could be helpful. Faculty could then make better use of online resources as they teach their classes in the traditional classroom.

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	Social and Behavioral Sciences				
Course Title	ANTH 103. Anthropology				
Course Description	Introduction to the nature of the human race, its development and relationship to the physical and social environment today and in the past; a 4 fields survey of the universal and variable elements in biological and cultural anthropology, archaeology, and linguistics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	8	14	21	22
Credit Hours Produced	36	24	42	63	66
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50%	50%	71%	81%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1 900N				
How does the data support the course goals? Elaborate.	The success rate for the course over the five-year review period was 65%, clearly too low. There was a problem in years 1 and 2 which was corrected by year 3, after which the success rate improved significantly.				

What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	The overall student success rate for the review period was 65%. Males, females and white students were consistent with this at 67%, 69%, and 67% respectively. Black, Hispanic and higher socio-economic students performed better at 85%, 80% and 75%, respectively. The only students who performed lower than the average were those from a lower socio-economic background at 52%.

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.	Assessment data will be disaggregated by subgroups to determine if any learning outcomes are not being met by any subgroup.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the class improved greatly by year 5 and for all subgroups except the students from lower socio-economic backgrounds.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and the Assessment Champion will continue to monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	CECN 102. Microeconomic Principles				
Course Description	An introduction to the principles of microeconomic theory. Units of study will include scarcity, opportunity cost, supply, demand and elasticity. The four types of market structure will be covered in respect to pricing and output decisions: perfect competition, monopoly, monopolistic competition and oligopoly.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	192	183	173	180	198
Credit Hours Produced	573	549	519	540	594

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	57%	55%	65%	58%	48%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902				
How does the data support the course goals? Elaborate.	The success rate for the course over the five-year review period was a disappointingly low 57%. Students who do not complete the course clearly are not achieving the learning outcomes for the course.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.				
Were there identifiable gaps in the data? Please explain.	Male, white, and non-Pell eligible students performed only slightly higher than the overall average at 58%, 61%, and 59%, respectively. Female students performed at a lower rate of 53%. Hispanic and Pell eligible student were even lower at 45% and 44% respectively. Black students were lowest at 33%. The success rates for the traditional college course and the high school course were consistent with the overall average at 56% and 55%, respectively. The success rate at the Danville Correctional Center was higher at 63%. That is counting the course taught there during FY20, which could not be completed because of COVID-19. All 24 students in that course had to take a W for the class. When that course is excluded from the equation, the students at the Danville Correctional Center performed significantly higher than the overall average at 94%.				

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.	Assessment data will be disaggregated by subgroups to determine what learning outcomes are not being achieved by any/all subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall poor success rate in this course by all subgroups and by where taught indicate the students are not achieving the stated outcomes for the course.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor, and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	CECN 103. Macroeconomic Principles
Course Description	An introduction to the principles of macroeconomic theory. Units of study will include unemployment, inflation, GDP and national income accounting, economic growth, aggregate demand and aggregate supply. Additional units of coverage will include the Keynesian--Classical model debate as well as fiscal and monetary policy.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	77	73	63	56	92
Credit Hours Produced	231	219	189	168	276
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70%	78%	84%	73%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901				

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 76%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.
Were there identifiable gaps in the data? Please explain.	Female, White, Hispanic, and Pell eligible students performed higher than the average at 82%, 77%, 82%, and 78% respectively. Male and non-Pell eligible performed lower at 72% and 75%, respectively. Black students were the least successful at 66%. The success rate for the course taught at the DACC campus was right at the average at 75%. The success rate at a high school was much higher at 83%. The success rate at the Danville Correctional Center was lower at 71%.

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.	Assessment data will be disaggregated by subgroups and by location where the course is taught to see if all outcomes are being met by all subgroups.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Disaggregating the assessment data may indicate why male and Black students succeed at a lower rate than other subgroups in this course.	
Resources Needed	No additional resources are needed.	
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.	

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	Social and Behavioral Sciences				
Course Title	GEOG 134. World Regional Geography				
Course Description	The study of cultural man in regional environmental patterns, with emphasis on interrelationships of cultures and distribution of resources.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	34	33	40	41	59
Credit Hours Produced	102	99	120	123	177
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	94%	90%	88%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S4 906				
How does the data support the course goals? Elaborate.	The success rate for the course over the five-year review period was 91%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus or high school for dual credit) were also reviewed.				
Were there identifiable gaps in the data? Please explain.	Female, White, and non-Pell eligible students performed at or better than the overall average at 93%, 91%, and 91%, respectively. Male, Hispanic, and Pell eligible performed slightly lower at 87%, 89%, and 89%. Black students scored the lowest at 82%, although this was still a good pass rate.				

	The overall success rate when the course was taught at DACC was just slightly higher than the overall average at 92%. The success rate for the course when taught at the high school for dual credit was lower at 80%.

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.	Assessment data will be disaggregated by subgroups to determine if there are any learning outcomes not being attained by any of the subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rates for all groups are high and students appear to be achieving the desired outcomes.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will continue to monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	HIST 111. Western Civilization I
Course Description	Examination of Western Civilization from its Middle Eastern tradition to the scientific and political revolutions of the 17th century, with emphasis on cultural crisis, conflict, and change.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	55	24	92	19
Credit Hours Produced	48	165	72	276	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	63%	93%	96%	83%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 902 H2 901				

How does the data support the course goals? Elaborate.	The success rate for the course over the five-year review period was 85%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.
Were there identifiable gaps in the data? Please explain.	Female and Pell eligible students performed significantly higher than the overall average at 96% and 92%. Hispanic and non-Pell eligible students scored higher than the average at 88% and 86%, respectively. White and Black students were right at the average at 85%, each. Male students averaged the lowest at 82%. Students taking the course at the high school for dual credit averaged significantly higher at 93%, and students at the Danville Correctional Center averaged higher at 88%. Students taking the course at DACC were significantly lower at 75%.

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.	Assessment data will be disaggregated by subgroup and by location where the course is taught to determine if any learning outcomes are not being attained by each subgroup.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rates for the subgroups were all quite high. The students taking the class at the college did not fare as well as those taking it at a high school or the correctional center.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will review the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	HIST 112. Western Civilization II
Course Description	Examination of national states to international society including globalism, planned societies, and nuclear technology.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	74	38	64	51
Credit Hours Produced	84	222	114	152	153
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	88%	95%	92%	98%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 903 H2 902				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 93%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.				
Were there identifiable gaps in the data? Please explain.	Female, White and Pell eligible students scored higher than the average at 96%, 96%, and 94% respectively. Hispanic and non-Pell eligible students were just under the average at 92% each. Male and Black students were the lowest at 91% each. Students taking the course at the high school for dual credit and those taking the course at DACC scored higher than the average at 96% and 94%, respectively. Students taking the course at the Danville Correctional Center scored lower than the average at 90%.				

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.	Assessment data will be disaggregated by subgroups and by location where the course was taught to determine if all learning outcomes are being achieved by all subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate suggests students are achieving the desired outcomes for this course.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	HIST 151. History of U.S. to 1865				
Course Description	Examination of American society from its colonial and indigenous foundations through the Civil War era, with emphasis on periods of conflict and change.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	109	150	158	160	91
Credit Hours Produced	327	450	474	480	273
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	85%	89%	87%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900 H2 904				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 87%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.				
Were there identifiable gaps in the data? Please explain.	Female, White and Pell-eligible students succeeded at higher rates than the overall average at 89%, 89%, and 90%, respectively. Slightly lower than the average were male, Hispanic, and non-Pell eligible students at 84%, 85%, and 86%, respectively. Black students averaged significantly lower at 76%. Students taking the course at a high school for dual credit or at the Danville Correctional Center scored higher than the average at 96% and 91%, respectively. Students taking the course at DACC scored lower than the average at 85%.				

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.	Assessment data will be disaggregated by subgroup to determine if there are specific outcomes not being obtained by Black students as compared to students from the other subgroups and if the same applies to students taking the course at DACC compared to students taking the course at a high school or at the correctional center.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rates indicate Black students succeed at lower rates than other subgroups and students taking the class on campus succeed at lower rates that those taking the course at a high school or at the correctional center.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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Performance and Equity

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

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Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 152. History of U.S. Since 1865				
Course Description	An appraisal of American society in a world context from the post-Civil War era to the present. Emphasis on topical and thematic analysis in a chronological framework.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	157	112	140	144	98
Credit Hours Produced	471	336	420	432	294
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	85%	88%	85%	95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 901 H2 905				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 89%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.				
Were there identifiable gaps in the data? Please explain.	Female and non-Pell eligible students succeeded at the same rate as the average at 89% each while Hispanic students exceeded the average at 96%. Males and White students scored just slightly under the average at 87% and 88%, respectively. Black and Pell eligible students were lower than the average at 84% and 83%, respectively. Students taking the course at a high school or at the correctional center scored higher (96%				

	and 91%) than the students taking the course on the DACC campus (85%)	

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.	Assessment data will be disaggregated by subgroups to determine if there are certain learning outcomes not being attained by Black and Pell eligible students compared to the other sub-groups. The data will also be disaggregated by the location where the course was taught.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	While the overall success rates for all sub-groups are high, they are lower for Black and Pell eligible students and for students taking the course on the DACC campus.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	HIST 215: Special Topics – Sports in America				
Course Description	The course provides an appraisal of American sports history within the context of developments in American culture. There will be an emphasis upon issues of race, gender, and ethnicity.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		20	14	6	7
Credit Hours Produced		60	42	18	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%	86%	67%	71%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13	Bradley 4/8/2021	UI Chicago 4/5/2021	UIUC 4/21/21	

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 81%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	Males, Whites, Blacks, Pell eligible and non-Pell eligible students all exceeded the average at 91%, 87%, 83%, 100%, and 85%, respectively. Female students succeeded at 80%, just below the average.

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.	Assessment data will be disaggregated for all subgroups to identify learning outcomes that are not being achieved.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	While the overall success rate is high monitoring the learning outcomes will help identify what students are not learning in the course.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as needed to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	POLI 130. Principles of Political Science
Course Description	An introduction to the principles and methods of political science, focusing on the nature and development of political science as a discipline, and the various ways of analyzing the political process and institutions.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	3	4	8	8
Credit Hours Produced	3	9	12	24	24

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	67%	100%	88%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 903				

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 86%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	Women, Black, Hispanic, and Pell eligible students performed higher than the average at 89%, 100%, 100%, and 100%, respectively. Males, Whites, and non-Pell eligible students performed lower at 80%, 82%, and 82%, respectively.

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.	Assessment data will be disaggregated by subgroups to identify learning outcomes that are not being achieved.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Assessing the learning outcomes may help explain why male, White non-Pell eligible students perform lower in this class than their counterparts.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	POLI 150. American Government
Course Description	Historical development and organization of the United States government and the federal system. Course meets requirement for Constitution test.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	165	151	133	135	137
Credit Hours Produced	495	453	399	402	411
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	64%	68%	64%	63%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 900				
How does the data support the course goals? Elaborate.	The success rate for this course averaged 65% over the five-year review period.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus or at a high school for dual credit) were also reviewed.				
Were there identifiable gaps in the data? Please explain.	Female, White, and non-Pell eligible students exceeded the average success rate at 66%, 68%, and 67%, respectively. Males and Pell eligible averaged less at 64% and 59%, respectively. Black and Hispanic students averaged the lowest at 57% and 44%, respectively. Students taking the course at DACC were below the average at 63% while students taking it at a high school for dual credit exceeded it at 75%.				

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.	Assessment data will be disaggregated for all subgroups and location where the course was taught to identify learning outcomes that are not being achieved.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate and the success rates for all subgroups are unacceptably low.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	POLI 160. International Relations				
Course Description	Introduction to basic principles and problems of international relations through a global politics approach. Through key concepts of order, welfare, and legitimacy, this course aims for the student to become aware of how events and processes at work throughout the world impact upon the student's own personal existence.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	9	12	7	12
Credit Hours Produced	36	27	36	21	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	67%	67%	29%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 904N				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 63%.				
What disaggregated data was reviewed?	Data were disaggregated by gender only status.				
Were there identifiable gaps in the data? Please explain.	Both Males and Females exceeded the average at 67% and 64%, respectively.				

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.	Assessment data will be disaggregated by all subgroups, not just males and females.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Males and females are succeeding at close to the same rates so what accounts for the overall low success rates for both?
Resources Needed	No additional resources are needed.

Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	POLI 170. American Judicial Process
Course Description	This class is an overview of the judicial system of the United States of America. In this course, we will discuss the structure of the American judiciary, its function, and the participants within it. These discussions will cover the following topics: civil v. criminal cases; trial courts v. appellate courts; differences in jurisdiction among courts; the recruitment of judges; how judges make decisions; how cases come to the courts and how they find their way to the Supreme Court; the impact of the courts on society; the implementation of decisions; public opinion about the courts; the relationship between the various levels of courts; and the success of litigants and interest groups in court.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	2	3	2	2
Credit Hours Produced	6	6	9	6	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13	Bradley 3/31/21	UI Chicago 4/23/21	UIUC 4/26/21	

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 100%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	All subgroups met the average success rate of 100%.

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.	Assessment data will be disaggregated by subgroup to determine if the learning outcomes are being achieved.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The low enrollment numbers and high success rates do not necessarily indicate if the students are achieving the desired outcomes.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	POLI 231. State and Local Government
Course Description	The practice of government and politics at the state, county, and local level, including areas of taxation and finance, law enforcement, commerce, and social and economic welfare.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	10	8	7	6
Credit Hours Produced	21	30	24	21	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	43%	80%	88%	71%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 902				
How does the data support the course goals? Elaborate.	The success rate this course over the five-year review period was 76%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Male, female, and Black students succeeded at close to the average at 76%, 77%, and 75%, respectively. White and Pell eligible students were				

both lower at 69% each. Non-Pell eligible students were significantly higher at 80%.

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.	Assessment data will be disaggregated by subgroup to see if specific learning outcomes are not being met by any particular subgroup.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate was only 76% so there is room for improvement across all subgroups. White and Pell eligible students succeeded at a lower rate than other subgroups so focusing on the outcomes might shed light onto why.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will review the data and make recommendations for modifications as indicated to the faculty.

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	Social and Behavioral Sciences
Course Title	POLI 238. Comparative Government
Course Description	Analysis of the structure and function of the political systems of the United Kingdom, France, the Federal Republic of Germany, and Russia. Examination of political parties within their cultural environment and institutional framework.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2		4	3	5
Credit Hours Produced	6		12	9	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50%		100%	100%	60%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 905				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 78%.				

What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	Female, White, and non-Pell eligible students exceeded the average at 86%, 90%, and 83%, respectively. Males were lower at 71%. Black and Pell eligible students were significantly lower at 50% each.

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.	Assessment data will be disaggregated by subgroup to determine if learning outcomes are being achieved by all subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Reviewing the assessment data may help explain why male, Black and Pell eligible students do not achieve at the same rate other subgroups do.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	POLI 240. Non-Western Comparative Government
Course Description	Comparative examination of the political institutions, electoral systems, principles of governance, causes of political instability and revolution, and techniques of political analysis. The purpose is to provide an understanding of the major problems confronting non-Western nations and to give insight into the various tools and strategies that their political leaders can use in dealing with those problems. The course will also investigate some of the major implications of the rise of the changing Non-Western world on global politics.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	5	5	4	5
Credit Hours Produced	24	15	15	12	15

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50%	60%	100%	75%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 906N				

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 77%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	Males, Black, and non-Pell eligible students exceeded the average at 91%, 100%, and 78%, respectively. Female and White students were lower at 63% and 72%, respectively. Pell eligible were the lowest at 50%.

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.	Assessment data will be disaggregated by subgroup to determine if all learning outcomes are being achieved at the same rates by all subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Focusing on learning outcomes may help explain why female, white and Pell eligible students do not succeed at the same rate as other subgroups.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	POLI 270. Special Topics – International Terrorism
Course Description	This course will examine the history, causes, effects, and successes of international terrorism and the international community's efforts to confront it. Students will understand what terrorism is, why terrorism occurs, what factors lead to terrorist group formation and individual actions, how states and multinational organizations have

	Year 1	Year 2	Year 3	Year 4	Year 5
	responded, as well as understand the structure and abilities of modern terrorism.				
Number of Students Enrolled	2	3	5	1	4
Credit Hours Produced	6	9	15	3	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	67%	80%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13	Bradley 3/31/21	UI Chicago 4/6/21	UIUC 4/26/21	
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 89%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Males, White, and Pell eligible students succeeded at higher rates than the average with 90%, 100%, and 100%, respectively. Females and non-Pell eligible were lower at 80% and 86%, respectively. Black students were significantly lower at 33%.				

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.	Assessment data will be disaggregated by subgroup to determine if specific learning outcomes are not being achieved by all subgroups at the same rates.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Focusing on learning outcomes may help explain why female, non-Pell eligible, and Black students succeed at lower rates in this class than their peers.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

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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	Social and Behavioral Sciences
Course Title	PSYC 100. Introduction to Psychology
Course Description	Consideration of psychology as a science with analysis of human development, motivation, perception, intelligence, personality, learning, adjustment, abnormality, and social behavior.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	515	441	529	562	463
Credit Hours Produced	1545	1323	1587	1686	1389
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74%	67%	73%	71%	63%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 900				

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 70%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.
Were there identifiable gaps in the data? Please explain.	Female and non-Pell eligible students were right at the average at 70% each. Males and Pell eligible were slightly lower at 69% and 68%, respectively. Whites were higher than the average at 73%, which Blacks and Hispanics were both lower at 54% and 64%, respectively. Students who took the course at the college were less successful than the average at 67%. Students taking the course at a high school for dual credit exceeded the average at 82%. The average for the students who took the course at the Danville Correctional Center was much lower at 44% when factoring in the spring 2020 semester when, due to COVID the prison program was shut down and students could not complete the class and received a W. Excluding that semester, the success rate at the DoC was 88%, higher than the average.

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Academic Course Review Results	

Intended Action Steps Please detail action steps to be completed in the future based on this review with a	Assessment data will be disaggregated by all subgroups and by location where the course is taught to determine what learning outcomes are not being achieved.

timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This is a high enrollment/high impact class. The success rate is much too low for the number of students who take the course every year. The rates are low for all subgroups but especially for Black and Hispanic students.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will continue to monitor the data and recommend modifications as indicated to faculty teaching the class.

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	Social and Behavioral Sciences
Course Title	PSYC 101. Child Development
Course Description	Introduction to theory and research on the biological, physical, social and cognitive development of the human child from conception to adolescence. Topics may include genetic factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences and aspects of abnormal development. (16 hours observation required.)

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	45	52	38	36	25
Credit Hours Produced	135	156	114	108	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	83%	79%	97%	84%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 85%				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				

Were there identifiable gaps in the data? Please explain.	Females, Whites, Hispanic, and Pell-eligible students exceeded the average success rate at 87%, 8%, 100%, and 87%, respectively. Non-Pell eligible students were just slightly lower at 84%. Black students and males were significantly lower at 73% and 63%, respectfully.

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.	Assessment data will be disaggregated by subgroups to determine if certain learning outcomes are not being met by any subgroup.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Black and male students succeeded at significantly lower rates that other subgroups. Identifying specific outcomes that aren't met may provide information on needed modifications to the program.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	PSYC 120. Substance Abuse				
Course Description	Historical and cultural background of drug abuse/use; addiction as a biopsychosocial disease; major classifications of abused substances; physical, psychological, and behavioral changes associated with addiction in the user; effectiveness and ineffectiveness of treatment models with combating addiction in specific populations; and intervention and prevention models used locally, nationally, and globally to combat substance abuse and addiction.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	15	18	15	24
Credit Hours Produced	54	45	54	45	72

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	87%	100%	100%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13	Bradley 4/8/21	UI Chicago 4/7/21	UIUC 4/26/21	
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 93%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Female, Black, Hispanic, and Pell eligible students exceeded the average success rate at 95%, 100%, 100%, and 100%, respectively. White and non-Pell eligible students were slightly lower at 92% and 90%, respectively. Males were the lowest at 85%.				

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.	Assessment data will be disaggregated by subgroup to determine if all learning outcomes are being achieved at comparable rates by all subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Reviewing the assessment data will help verify that students are actually achieving the desired learning outcomes, not just passing the course.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicted to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	PSYC 210. Human Development
Course Description	A study of the life-span development of the individual from conception through childhood, adolescence, and adulthood to death, involving psychological, physical, cognitive, emotional, and social aspects.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	55	58	56	55	48
Credit Hours Produced	165	174	168	165	144
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	93%	93%	87%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 902				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 89%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Male, White, and non-Pell eligible students performed slightly higher than the average at 91%, 90%, and 90%, respectively. Females were even with the average and Hispanic students just under at 88%. Black and Pell eligible students were a little under the average at 85% and 86%, respectively.				
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.	Assessment data will be disaggregated by subgroup to identify student learning outcomes that are not being met by any particular subgroup.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Black and Pell eligible students did not succeed at quite the same rates as the other subgroups.				
Resources Needed	No additional resources are needed.				
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.				

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	Social and Behavioral Sciences				
Course Title	PSYC 230. Abnormal Psychology				
Course Description	Examination of the range of psychological abnormalities or differences, their causes, and current treatment modalities.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	23	17	17	16
Credit Hours Produced	69	69	51	51	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	61%	76%	100%	69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PSY 905				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 78%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Males and Pell eligible students exceeded the average success rate at 87% and 79%, respectively. White and Hispanic students were equal with the average at 78% each. Female and non-Pell eligible students were lower at 74% and 76%, respectively. Black students were significantly lower at 67%.				
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.	Assessment data will be disaggregated by subgroup to determine if specific learning outcomes are not being met by each subgroup.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate and success rates for all subgroups could be higher but the success rates for Black students is significantly lower.				

Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	PYSC 240. Social Psychology				
Course Description	A study of the behavior of individuals as influenced by other people and the social situation. Emphasis placed upon psychological factors involved in the interaction between persons and groups, attitude formation and change, group dynamics, group structure and leadership, and related topics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	23	16	28	36
Credit Hours Produced	75	69	48	84	108
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	74%	94%	96%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S8 900				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 87%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Female, Black, Hispanic, and Pell eligible students all succeeded at rates greater than average at 88%, 91%, 91%, and 92% respectively. Male, White, and non-Pell eligible students were less successful than the average at 83%, 84%, and 84%, respectively.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a	Assessment data will be disaggregated by subgroups to determine if any learning outcomes are not being achieved by any specific subgroup.

timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate and success rates for all subgroups are high but male, White and non-Pell eligible students could perform at a higher rate.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	SOCY 100. Introduction to Sociology
Course Description	Study of society, including the rules, interactions, and cultural patterns that organize everyday life. The course will analyze social conflicts, the structure and functions of institutions, dynamics of individual and group interactions, race relations, and social classes.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	300	249	303	448	298
Credit Hours Produced	900	747	909	1344	894
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	76%	79%	80%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 900				

How does the data support the course goals? Elaborate.	The success rate this course over the five-year review period was 78%
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus, high school for dual credit, or Danville Correctional Center) were also reviewed.
Were there identifiable gaps in the data? Please explain.	Male, White, and non-Pell eligible students exceeded the average at 79%, 81%, and 80%, respectively. Female students met the average at 78%, while Hispanic students were slightly lower at 76%. Black and Pell eligible students were significantly lower at 66% and 64%, respectively.

	Students taking the course at a high school or at the correctional center scored higher at 92% and 83%, respectively, compared to 77% for students taking it on the DACC campus.

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.	Assessment data will be disaggregated by subgroup to see if learning outcomes are being achieved by all subgroups.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Black and Pell eligible students were significantly less successful in the course than other subgroups. Students taking the course on the DACC campus were less successful.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor, and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	SOCY 200. Marriage and the Family
Course Description	Study of the universal and changing features of family as a basic institution. Contemporary issues such as the restructured family in divorce, remarriage, death, family problems and problem-solving strategies will be explored.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		34	33		16
Credit Hours Produced		102	99		48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%	88%		88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 902				

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 92%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus or Danville Correctional Center) were also reviewed.
Were there identifiable gaps in the data? Please explain.	Male, Black, Hispanic, and non-Pell eligible students succeeded at the same rate or higher than the average at 94%, 97%, 92%, and 93%, respectively. Female and White scored lower at 86% and 88%, respectively. There were no Pell eligible students identified. Students taking the course at DACC were lower than the average at 88%, while students taking the course at the Danville Correctional Center were higher at 94%.

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.	Assessment data will be disaggregated by subgroup and by location where the course was taught to verify students are achieving the desired learning outcomes.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rates for all students were high. Focusing on the outcomes will help verify all students are learning what they need to learn.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as needed to faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	SOCY 201. Social Problems				
Course Description	Survey of problems in an urban-industrial society, emphasizing the social inter-relationships and cultural conflicts involved in their origins, significance, and solutions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	31		26	58

Credit Hours Produced	75	93		78	174
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	90%		100%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 901				

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 90%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status. Success rates based on where the course was taught (DACC campus or Danville Correctional Center) were also reviewed.
Were there identifiable gaps in the data? Please explain.	Male, Black, Hispanic, and Pell eligible students met or exceeded the average at 90%, 94%, 91%, and 100%, respectively. Non-Pell eligible students were just under the average at 89%, while female and White students were significantly lower at 83% and 81%. Students taking the course at DACC were below the average at 85% while the students taking the course at the Danville Correctional Center met the average at 90%.

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.	Assessment data will be disaggregated by subgroups and by the location where the course is taught.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rates across all subgroups and locations was high. Focusing on the learning outcomes will reinforce the students are learning what they need to learn.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences
Course Title	SOCY 202. Introduction to Social Work
Course Description	An introduction to the fields of practice. A survey of social work methods, agency organization, research and evaluation, and social policy and planning.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		1		18	10
Credit Hours Produced		3		54	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%		94%	40%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13	Bradley 4/8/21	UI Chicago 4/7/2021	UIUC 4/27/21	

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 78%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	Male, Black, Pell eligible students exceeded the average, all at 100%. Female, White, and non-Pell eligible students were below the average at 73%, 68%, and 74%, respectively.

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.	Assessment data will be disaggregated by subgroup to determine if learning outcomes are being achieved by all subgroups at the same rates.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Focusing on the learning outcomes may help clarify why female, White and non-Pell eligible students succeeded at a lower rate than other subgroups.

Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social and Behavioral Sciences				
Course Title	SOCY 205. Juvenile Delinquency				
Course Description	This course is an overview and analysis of the juvenile justice system in the United States. History and the philosophies of society's reaction to juvenile behavior and problems. Interaction among the police, judiciary, and corrections are examined within the context of cultural influences. This course introduces theoretical perspectives of causation and control.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	13	15	11	41
Credit Hours Produced	72	39	45	33	123
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	92%	87%	64%	95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CRJ 914				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 86%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Male, female, white, Black, Pell and non-Pell eligible students all exceeded the average at 89%, 90%, 92%, 88%, 93% and 88%. The only subgroup that fell below the average was Hispanic students at 50%.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a	Assessment data will be disaggregated by subgroup to determine if the learning outcomes are being achieved by all subgroups at comparable rates.

timeline and/or anticipated dates.					

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Focusing on the learning outcomes will help verify that all students are achieving the desired outcomes and may help clarify why Hispanic students are succeeding at lower rates.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

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	Social Sciences
Course Title	SOCY 225. Race and Ethnic Relations
Course Description	A study of racial, ethnic, religious, and cultural minorities in societies, with emphasis on the conditions and problems of minority groups and group relations in the U.S.; the concept of race; sources and functions of prejudice; the range of intergroup relationship patterns, from pluralism to genocide; reactions to dominant or minority status; the relationship between prejudice and social institutions, including education, media, economy, religion, and the law.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	26	22	12	18
Credit Hours Produced	78	78	66	36	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	85%	91%	58%	72%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 903D				
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 80%.				

What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	All of the subgroups met or exceeded the overall success rate for the course (Male and female 84% each, White 81%, Black and Hispanic 100% each, Pell eligible 88% and non-Pell eligible 82%). The low success rate in Year 4 accounts for the low average overall success rate compared to the high success rates by subgroup.
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.	Assessment data will be disaggregated by subgroups to see if learning outcomes are being achieved by all subgroups at comparable rates.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	All of the subgroups met or exceeded the overall success rate for the course. Focusing on the learning outcomes will verify the students are learning what is expected in the course.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to faculty teaching the course.

VOCATIONAL SKILLS – EMERGENCY MEDICAL RESPONDER

COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2020-2021

REVIEW SUMMARY

Program Objectives What are the objectives or goals of the program?	The goal of this course is to provide individuals with an opportunity to learn skills necessary to become an EMR, or Emergency Medical Responder. EMR's have the knowledge and skills necessary to provide immediate lifesaving interventions in the home or workplace. The EMR program at DACC is designed to provide individuals with a quick path to employment as well as training support for Corporate First Responder teams. MEDT260 meets over a period of 9 weeks throughout the semester. The curriculum is licensed through the Illinois Department of Public Health to assure that students are competent and current in the field of Emergency Medical Services.
To what extent are these objectives or goals being achieved?	The objective of this course is to prepare students to be Emergency Medical Responders. There is no state exam for EMR licensure level any longer. Illinois went to a National Registry state which means all licensure levels will take the NREMT exam. EMR status is validated by a student's performance in the class – passing of unit assessments and observation by the instructors who are certified EMS Lead Instructors through IDPH. Students who meet the criteria are recommended to Illinois Department of Public Health for licensure.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This course addresses a training need in our business community by providing trained first responders who can handle emergencies in the workplace. The EMR courses see a higher number of company sponsored participants than EMT. Classes meet twice weekly in Bremer Conference Center.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Until 2018, DACC partnered with OSF Healthcare to offer EMR and EMT courses. If DACC did not have at least 8 students on the roster, OSF required that the classes be held at their facility in Urbana. In 2018, DACC signed an affiliate agreement with Carle Emergency Medical Services. This partnership with Carle EMS has lifted this requirement and allowed DACC to host all classes locally for the convenience of our students and businesses. This has also provided an opportunity to offer a spring and fall session of each course, rather than scheduling on an "as needed" basis. This improvement allows Corporate Education to better serve the needs of our community and industry partners.

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 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The EMR program is accredited through the Illinois Department of Public Health to provide training for in demand occupations. Students interested in the courses can register with the workforce development office for access to WIOA funds that support training. Training is conducted in person with classroom and real life practice using manikins and other emergency equipment.
1.2 How will students be informed or recruited for this program?	- Constant Contact to local industry partners - WIOA partner affiliation (roundtable, monthly newsletter, shared events) - DACC spring and fall tabloid - Carle EMS affiliates - Newspaper Press releases - Local Economic Development Center email communications - Social media (fb, emails, college website) - Direct Employer Notification
1.3 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 with easier access to employment. Overall companies are struggling with a labor shortage which impacts their ability to enroll workers in training. When company sponsorships decline, there may be instances where the EMR class is cancelled until the following semester.

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	The course is $300 which includes required workbook.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student and/or student is sponsored by employer.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The program fee is established on a cost recovery basis. All costs associated with instruction and materials are divided by an average class size to establish registration fee. Students can also be sponsored by local fire, manufacturing facilities and police departments. If the registration fee is a barrier, students can contact the local WIOA office to verify eligibility.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	• The EMR program meets a workforce development need in the community by providing training in a convenient and cost effective format. • The EMR program has been offered by DACC for 16 years and has been strengthened by partnership with local EMS affiliates to provide expertise and hands on practical instruction. • Affiliation with respected Medical Service Agency • Networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies and local industry partners).
3.2 What are the identified or potential weaknesses of the program?	1. Declining population in College District 507, 2. Workplace conditions that impact a company's ability to release workers for training.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit. Students are graded on their ability to perform emergency response exercises during class by certified EMS instructors.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted individually and listed with all other upcoming Corporate Education training programs to reach the local business community – including healthcare providers and medical facilities. They are promoted through the American Job Center to reach WIOA eligible individuals seeking employment. They are also advertised through the DACC social media outlets to reach the general community. This course is part of the Community Health programming offered through Corporate Education.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • There is no state exam for EMR licensure. Certified instructors from Carle EMS evaluate and assess students and determine whether they meet the required criteria. Students who do meet the required criteria are recommended to Illinois Department of Public Health for their licensure

3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	New partnership formed with Carle EMS effective 2018.
3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	This program uses certified Emergency Medical Technicians through a local affiliate, Carle Emergency Medical Services.

3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	Semester	Course	Students	Eligibility for Exam
	2016FA	EMR	12	12
	2017FA	EMR	8	8
	2018FA	EMR	13	13
	2018FA	EMR	9	9
	2020FA	EMR	4	0 –Covid

Over the last five years, DACC has trained 46 individuals with course completion rate of 91%.

List any barriers encountered while implementing the program.

Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	EMR course attendance rates vary based on corporate sponsorship. Some companies' EMS teams are more robust than others and some do not have them. DACC will continue in its partnership with Carle EMS for assurance of program quality and the ability to offer training locally. Corporate Education will continue cross promoting courses with Carle EMS and utilizing instant enrollment and social media distribution, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps for 2022 will include increased distribution of digital and print marketing materials to affiliates to reach local businesses and emergency personal through contacts of Carle EMS. Corporate Education will utilize an Access Database to track students and course completions while building a history of enrollment in the database to better identify trends and opportunities.

VOCATIONAL SKILLS – EMERGENCY MEDICAL TECHNICIAN	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2020-2021
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	The goal of this course is to provide individuals in the community with an opportunity to train to become an EMT, or Emergency Medical Technician, responsible for handling emergency situations. It is the first step to becoming a paramedic. The EMT program at DACC provides training for local emergency service agencies as well as members of the community. MEDT210 meets over a period of 18 weeks throughout the semester. Prospective EMT candidates, who wish to get EMT certification in Illinois, must pass an exam organized by the National Registry of Emergency Medical Technicians (NREMT). But, before this, they need to complete EMT training program from a state-approved training college or institute such as DACC. EMT certification in Illinois is valid for a period of two years. Individuals seeking an industry recognized credential achievable in a short period of time would be interested in pursuing a career as an EMT.
To what extent are these objectives or goals being achieved?	Over the last five years, DACC has prepared 69 individuals for certification with an exam eligibility rate of 86%.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. The EMT Basic course at DACC strengthens the pipeline of qualified individuals who can work in private ambulance services, fire departments, hospitals or other rescue service agencies. Classes are affordable and convenient, meeting one evening per week in Bremer Conference Center. Evening hours make it possible for working individuals to attend.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The EMT course was modified in 2015 to become a hybrid course. Adopting an online format for some of the class lectures allows for more hands-on practice while on campus. Up until 2018, DACC partnered with OSF Healthcare to offer EMR and EMT courses. If DACC did not have at least 8 students on the roster, OSF required that the classes be held at their facility in Urbana. In 2018, DACC signed an affiliate agreement with Carle Emergency Medical Services. This partnership with Carle EMS has lifted this requirement and allowed DACC to host all classes locally for the convenience of our students and businesses. This has also provided an opportunity to offer a spring and fall session of each course, rather than scheduling on an "as needed" basis. This improvement allows Corporate Education to better serve the needs of our community and industry partners.

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 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The EMT training program is accredited through the Illinois Department of Public Health. This is the governing body that certifies the curriculum. Instructors are certified as EMS Lead Instructors through the Illinois Department of Public Health. DACC Corporate Education Career Training is designed to provide short-term educational opportunities for in demand occupations. Students interested in the courses can register with the workforce development office for access to WIOA funds if available. Training is conducted both hybrid and in person with classroom and real life practice using manikins and actual emergency equipment.
1.2 How will students be informed or recruited for this program?	• Constant Contact to local industry partners • WIOA partner affiliation (roundtable, monthly newsletter, shared events) • Local Economic Development Center communications • DACC spring and fall tabloid • Carle EMS affiliate contacts • Newspaper Press releases • Social media (fb, emails, college website) • Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment has steadily increased in the last 5 years. This is due to affiliate agreement with Carle EMS and new instant enrollment software utilized by Corporate Education allowing students to easily register online for EMT programs.

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	The course is $750 for the student which includes required workbook
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student or through employer sponsorship. Courses are developed on a cost recovery basis with all expenses being accounted for and offset by registration fees.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Students can also be sponsored by local fire and police departments. If the registration fee is a barrier, DACC can connect the student with the American Job Center for availability of WIOA funding and supportive services.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	• The EMT program meets a workforce development need by providing face to face training in a convenient and cost effective format. • Experienced, certified instructors who are also practitioners in the field. • The EMT program has been offered by DACC for 16 years and has been strengthened by partnership with local EMS agencies who are able to efficiently blend classroom learning with hands-on instruction. • Networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies and local industry partners).
3.2 What are the identified or potential weaknesses of the program?	A declining population base for College District 507 coupled with a strong economic forecast does impact enrollment for short term career training programs. Lack of transportation, childcare and other barriers can prevent students from meeting the minimum number of in class hours to pass the course.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit. Students are graded on their ability to perform practical exercises during class.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted with other Corporate Educational training programs to local businesses and community members. The course is also promoted through partnership with Carle EMS.

3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • Successful completion of this course will meet eligibility requirements for both the State licensure for EMT or the National Registry certification exams. These exams are conducted electronically at a certified testing center to provide credentialing required for employment in the field. This exam is not scheduled through DACC.
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	New partnership formed with Carle EMS effective 2018. Carle Regional EMS serves agencies in 10 different counties ranging from rural volunteer and full time fire departments, ALS ambulance agencies, fixed university facilities, SWAT and EOD teams, as well as critical care flight services.
3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	This program uses already certified Emergency Medical Technicians through a local affiliate, Carle EMS.
3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	 | Semester	Course	Students	Eligibility for Exam	
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2016FA	EMT Basic	5	4	
2016SP	EMT Basic	12	12	
2017FA	EMT Basic	1	0	
2018FA	EMT Basic	10	9	
2018SP	EMT Basic	6	6	
2019FA	EMT Basic	10	9	
2019SP	EMT Basic (Carle)	8	7	
2019SP	EMT Basic (OSF)	2	2	
2020FA	EMT Basic	9	6	
2020SP	EMT BASIC	13	6	Covid
2021SP	EMT Basic	10	8		 The average number of students registered per semester in EMT is 7 with an average of 6 successfully completing the course. Excluding Spring 2020 where students were given the option to drop due to Covid-19, course completion rates for the last 6 years are 86%.

List any barriers encountered while implementing the program. As with any program offered, barriers such as childcare and transportation can affect attendance. If students do not meet requirements for contact hours, they become ineligible to sit for the exam.	

Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment rates remain strong especially with the implementation of new instant enrollment software and that is expected to continue. Prior to partnership with Carle EMS, standard class sizes were less than ten students and students had to attend training as OSF in Urbana. Corporate Education will continue cross promoting courses with Carle EMS and utilizing instant enrollment, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps for 2022 will include increased distribution of digital and print marketing materials to affiliates to reach local fire departments and emergency personal through contacts of Carle EMS. Corporate Education will utilize an Access Database to track students and course completions while building a history of enrollment in the database to better identify trends and opportunities.

VOCATIONAL SKILLS – PHLEBOTOMY TECHNIQUES	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2020-2021

REVIEW SUMMARY

Program Objectives What are the objectives or goals of the program?	The goal of the Phlebotomy Techniques course at DACC is to provide short term training that can lead to a certification and eventually full time employment. To successfully acquire a Phlebotomy certification, it is advantageous for students to enroll in a Phlebotomy preparation program complete with hands-on practice to prepare for the exam. According to the Bureau of Labor Statistics, the employment of phlebotomists (positions that can be filled by graduates of a Phlebotomy Technician training program) is projected to grow 23 percent from 2018 to 2023. MEDT350 meets over a period of 12 weeks throughout the semester. DACC offers Phlebotomy Techniques for individuals to provide training in obtaining blood specimens by venipuncture and micro-collection techniques. This course also covers collection and processing of other clinical specimens. Students who complete the prep course and pass the exam would be eligible to work in hospitals, physician offices or in independent labs.
To what extent are these objectives or goals being achieved?	A very popular non-credit course, DACC's Phlebotomy course trains an average of 20 students per semester with a course completion rate of 95%.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This program provides short term career training that can become a faster track to employment than a traditional degree or certificate. This course will prepare students to sit for the ASCP (American Society for Clinical Pathology) Certification Exam. Programs are designed to be affordable and are held in the late afternoon to accommodate work schedules.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	This course in conducted by licensed Phlebotomy instructors. The course includes a lab component with specialized equipment used to perform practice on drawing blood and other phlebotomy techniques.

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 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	DACC Corporate Education Career Training is designed to provide short-term educational opportunities for an in demand occupation. Students interested in the courses can register with the workforce development office for access to WIOA funds if eligible.
1.2 How will students be informed or recruited for this program?	- Constant Contact to local industry partners - WIOA partner affiliation (roundtable, monthly newsletter, shared events) - DACC spring and fall tabloid - Local Economic Development Center email communications - OSF Healthcare contacts - Newspaper Press releases - Social media (fb, emails, college website) - Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment for Phlebotomy Techniques has remained solid over the last five years.
Indicator 2: Cost Effectiveness	
2.1 What are the costs associated with this program?	The cost for Phlebotomy Techniques is $450 plus the cost of the textbook available at the DACC Bookstore.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student or through employer sponsorship. Courses are developed on a cost recovery basis with all expenses being accounted for and offset by registration fees.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	If the registration fee is a barrier, DACC can connect the student with the American Job Center for availability of WIOA funding and supportive services.
Indicator 3: Quality	
3.1 What are the program's strengths?	- The Phlebotomy program meets a workforce development need by providing face to face training in a convenient and cost effective format. - Experienced, certified instructors who are also practitioners in the field. - The phlebotomy program has been offered by DACC for 18 years includes both a classroom and lab component for clinical practice. - Networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies and local industry partners).

3.2 What are the identified or potential weaknesses of the program?	A declining population base for College District 507 coupled with a strong economic forecast does impact enrollment for short term career training programs. Lack of transportation, childcare and other barriers can prevent students from meeting the minimum number of in class hours to pass the course.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit. Students are graded on their ability to perform clinical exercises during the labs.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted individually and listed with all other upcoming Corporate Education training programs to reach the local business community – including healthcare providers and medical facilities. They are promoted through the American Job Center to reach WIOA eligible individuals seeking employment. They are also advertised through the DACC social media outlets to reach the general community. This course is part of the Community Health programming offered through Corporate Education.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • The content in this course is aligned to the eligibility requirements for ASCP and is a preparatory course for students who will eventually take this exam. The course is conducted by a certified practitioner in the field. Post completion of the training, the student is eligible to schedule his/her CPT exam.
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The licensed phlebotomists who conduct the classroom portion of this training as well as the clinicals are employed through OSF Healthcare.
3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The instructor for this course is a licensed phlebotomist with credentials that are kept current through employer.

			Student s	Eligibility for Exam
Semester	Course			
2016SP	Phlebotomy	17	16	
2016FA	Phlebotomy	22	22	
2017SP	Phlebotomy	16	16	
2017FA	Phlebotomy	19	17	
2018SP	Phlebotomy	21	19	
2018FA	Phlebotomy	24	24	
2019FA	Phlebotomy	23	23	
2019SP	Phlebotomy	14	12	
2020FA	Phlebotomy	13	9	
2020SP	Phlebotomy	15	12	
2021SP	Phlebotomy	10	7	
2021SP	Phlebotomy	13	12	

3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.

The average number of students registered per semester in Phlebotomy is 17 with an average of 15 successfully completing the course. Successful course completion rates over the last 6 years for Phlebotomy is 91%.

List any barriers encountered while implementing the program.

Review Results

Rationale
Provide a brief summary of the review findings and a rationale for any future modifications.

Corporate Education would like to enhance cross promotion with OSF through fliers and additional marketing materials. The new instant enrollment platform has become a new promotional tool allowing for ease of registration. Corporate Education is now promoting more often through DACC's social media network, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.

Intended Action Steps
Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

Action steps will include utilization of an Access Database to track students and course completions while building a history of enrollment in the database to better identify trends and opportunities

VOCATIONAL SKILLS – PHARMACY TECHNICIAN	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2020-2021
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	The goal of this training program is to provide individuals with a preparatory course to become a pharmacy technician. Pharmacy Technicians works closely with pharmacists in hospitals, drug stores and other medical settings. MEDT340 meets over a period of 12 weeks throughout the semester. This can provide a student who is interested in the field of pharmacology with an opportunity to work in a pharmacy setting as an assistant.
To what extent are these objectives or goals being achieved?	For 2020-21, Corporate Education trained 15 individuals with course completion rate of 80%.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This course addresses a training need in our business community by providing a pipeline of individuals qualified to take the PTCB exam and begin working as a Pharmacy Technician. Classes are designed to be convenient to the student meeting one evening a week in Bremer Conference Center.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Partnership with OSF Sacred Heart Department to provide Registered Pharmacist to conduct course.
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 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The Pharmacy Technician training program at DACC aligns to the Pharmacy Technician Certification Board guidelines. DACC Corporate Education Career Training is designed to provide short-term educational opportunities for in demand occupations. Students interested in the courses can register with the workforce development office for access to WIOA funds if available.

1.2 How will students be informed or recruited for this program?	• Constant Contact to local industry partners • WIOA partner affiliation (roundtable, monthly newsletter, shared events) • DACC spring and fall tabloid • Local Economic Development Center email communications • Newspaper Press releases • Social media (fb, emails, college website) • Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	There has been a steady decrease in enrollment in the Pharmacy Technician course over the last five years. One reason is a declining population base for College District 507. Another reason has been a strong economic forecast with easier access to employment. With new development in the community and addition of new jobs projected in the next five year, this trend could continue.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The cost of the course is $375 plus textbook available at the DACC bookstore.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student. Courses are developed on a cost recovery basis with all expenses being accounted for and offset by registration fees.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	If the registration fee is a barrier, DACC can connect the student with the American Job Center for availability of WIOA funding and supportive services.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	• The Pharmacy Technician program meets a workforce development need by providing in person training conducted by licensed practitioners in the field. It is offered in a convenient and cost effective format for individuals who work during regular business hours. • The Pharmacy Technician program has been offered by DACC for 8 years and has been strengthened by partnership with a local hospital, OSF Healthcare. • Networking and collaboration within the Community
3.2 What are the identified or potential weaknesses of the program?	A declining population base for College District 507 coupled with a strong economic forecast does impact enrollment for short term career training programs. Lack of transportation, childcare and other barriers can prevent students from meeting the minimum number of contact hours required to pass the course.

3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit with final exam at end of course. Textbook aligned with PTCB requirements.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted individually and listed with all other upcoming Corporate Education training programs to reach the local business community – including pharmacies and medical facilities. The courses are promoted through college marketing platforms to reach individuals who may be interested. This course is part of the Community Health umbrella of programming offered through Corporate Education.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • The content in this course is aligned to the eligibility requirements the Pharmacy Technician Certification Board. The course is conducted by a Registered Pharmacist with experience in the field. With a PTCB CPhT credential, technicians have a demonstrated knowledge and commitment in medication safety and effective patient care across pharmacy settings. Post completion of the training, the student is eligible to schedule his/her exam directly with PTCB. It is renewable every two years.
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	DACC Corporate Education works in partnership with OSF Healthcare who provides a Registered Pharmacist to conduct the training with pharmacy job shadowing opportunities.
3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The instructor for this course is a Registered Pharmacist with continuing education requirements for certification. This professional development is conducted through OSF Healthcare.

	Semester	Course	Students	Eligibility for Exam
3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	**2015FA**	Pharm. Tech.	13	12
	2016SP	Pharm. Tech.	10	9
	2017SP	Pharm. Tech.	16	14
	2017FA	Pharm. Tech.	10	7
	2018SP	Pharm. Tech.	8	4
	2019SP	Pharm. Tech.	No Class	
	2020FA	Pharm. Tech.	5	4
	2020SP	Pharm. Tech.	5	3
	2021SP	Pharm. Tech.	5	5

The average number of students registered per semester in Pharmacy Tech is 9 with an average of 7 successfully completing the course. Successful course completion rate over the last seven years for Pharmacy Tech is 80%.

List any barriers encountered while implementing the program.

Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Corporate Education would like to enhance cross promotion with OSF through fliers and additional marketing materials. The new instant enrollment platform has become a new promotional tool allowing for ease of registration. Corporate Education is now promoting more often through DACC's social media network, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps will include utilization of an Access Database to track students and course completions while building a history of enrollment in the database to better identify trends and opportunities.

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:	2020-2021
Review Area:	Business Services
Program Summary Please provide a brief overview of the program or service being evaluated.	The Business Office provides quality customer service and high levels of asset management, fiscal accountability, and internal controls. The department assures the proper application of payments, awards and relevant adjustments to the student s accounts.
Prior Review Update Describe any improvements or modifications made since the last review.	DACC implemented a Payment Plan option for the current semester and a Plan for a past due account that enables a student to pay off their past due balance and still enroll in school. An online payments program was instituted and developed to make it convenient for our students to exercise all of their payment options online. A parallel system was instituted to provide Students, which choose not to use computers, with the ability to work with the Business Office staff to manage their payment options. The Student Self Service access has been created to allow students unhindered access to all of their student information, including account balance and payment information. Follett Access was devised to allow students the ability to access class materials online. This program is an e-book service that automatically bills when the class is billed. A student does not have to visit the bookstore and does not have to pay separately. The Business Office expanded hours of operation at the beginning of the Spring and Fall semesters for student convenience.
What are the program/service strengths?	The Business Office is committed to providing the best possible customer service for each student, focusing on effortless processing and positive problem resolution. Our staff is cross trained to assure we have the availability to meet the fluctuating demands of the collective student body and are focused on identifying the best response for each student's individual needs.

Based on the review, what are the identified challenges of the program or service?	The need to communicate the options available to the students has emerged as the biggest challenge to the department achieving its goals. We are also challenged to adapt to changing technology as it relates to student access and information. This allows for the opportunity to improve our service, but creates the need to provide continual training to meet the level of performance we aspire to achieve.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	The Business Office will continue to educate students regarding funding as we continue the migration from WebAdvisor to Student Self Service. We are reviewing the online catalog, student handbook, and website to update them as necessary to give students the most current information possible. We will maintain open communication with Financial Aid to better determine the needs of students to resolve educational funding challenges. There is an ongoing evaluation of our current processes to determine areas where the training of staff will improve performance.

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:	2017-2021
Review Area:	Athletics
Program Summary Please provide a brief overview of the program or service being evaluated.	• Strengthen and contribute to student engagement and retention initiatives • Recruit the best local talent. • Be visible in the community we represent. • Attain a 3.0 cumulative GPA for all teams. • Have a .500 or better record in all sports. • Graduate all of our athletes. • Assist each student/athlete on to a four-year institution. • Compliance with NJCAA and Title IX • Offer state of the art facilities/upgrades to our student athletes
Prior Review Update Describe any improvements or modifications made since the last review.	No Previous Review
What are the program/service strengths?	Full-time head coaches with a student first mentality High graduation rate for the department. New Athletic web-site. Tenured Athletic Director. Supportive Administration and Board
Based on the review, what are the identified challenges of the program or service?	Consistently trying to improve facilities – both and off campus. Housing
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Yearly Athletic Assessment Reports. Yearly Athletic reports to the Board of Trustees. Constantly improving one or two areas in the department. For example, the school just put funds into upgrading our current weight room. Creation of stronger student engagement and retention support with strategically re-designing key on campus positions.

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:	2017-2021
Review Area:	Student Activities

Program Summary Please provide a brief overview of the program or service being evaluated.	Student Activities at DACC aim to provide "student life" and engagement opportunities for students outside the classroom. The activities are developed based on the interests and needs of our diverse community college student body. The overall goal is to develop a well-rounded array of offerings to meet the academic, cultural, social, and ethnic interests of the student body. Student activities are also utilized to engage and retain students, provide learning and social activities outside the classroom, to recruit potential students, and, ultimately, to increase student success and satisfaction. The DACC Student Activities reported on in this review do not belong to one specific department/division at the College. Instead activities are planned throughout the College by student service and academic departments, as well as cross-functional governance teams. The majority of student activities at DACC are clubs and organizations (academic and non-academic); National Honor Societies (PTK); career/industry specific skill-based; social, national and community awareness themed; charity-oriented; government focused; campus safety initiatives; intramural opportunities; avenues to showcase the students' entertainment and arts skills; issues/topics that have risen from compliance mandates; special initiatives or new activities stemming from survey and assessment results; and efforts to introduce best practices or new initiatives for specific student groups with low retention/success rates.
Prior Review Update Describe any improvements or modifications made since the last review.	DACC Student Activities have not been part of the ICCB Program Review schedule to date. However, incoming students, current students, and graduates/completers are surveyed on their knowledge and satisfaction with student activities at DACC. Students are also asked about their needs and interests outside the classroom each fall. This information is shared with various stakeholders and teams to assess and strengthen programs and activities. Up until this point, some student activities have been assessed as needed and scheduled through the College's Departmental/Non-Academic Assessment process.

What are the program/service strengths?	• Ease of initiating or starting new clubs and department sponsored activities. • Activities delivered are prioritized based on data from student assessments, departmental assessments, student success (satisfaction, retention, and completion) data; and best practices. • The diversity of teams and departments that contribute to the student activity offerings. • The Ruffalo Noel Levitz Student Satisfaction Inventory shows that compared to the national average, DACC students feel a sense of belonging here; people on campus are respectful and supportive of each other; it is an enjoyable experience to be a student on the campus; and students are made to feel welcome. New/recent activities to highlight: • New team developed to serve as a sounding board for "all things" student oriented, from academics to services to student life. The name of the group is the Board of Student Scholars (BOSS). • The Toolbox program was developed based on national best practices and scaling up previous pilots. It prepares African American male students for academic success by introducing them to available services, providing intrusive mentoring from campus and community participants, and social activities throughout the year. The program continues to grow and serve our African American male students. • The DACC e-Gamers' Club is a family of gamers, uniting for the purpose of sharing their love for gaming. The organization provides much needed stress-relief during the semester and promotes camaraderie. The club has grown quickly and partners with local high school students/gaming programs and four-year E-sports programs.

Based on the review, what are the identified challenges of the program or service?	- The number of DACC students who do not participate in the current activities provided: - Based on the Career & Technical Education Follow up study, 55-60% of the students surveyed did not participate in student activities. - Based on the Transfer Student Follow-Up Survey, 40-48% of the students did not participate in student activities. - Lack of overall coordination with student activities: - There is a need for consistent and engaging communication and marketing to students. - Need for consistent leadership across activities and clubs. - Need for consistent follow-up after activities; assess whether or not the activity/event/ organization is meeting the intended outcomes. - Need for additional support and resources (money, staff, planning, and training). - Need for more student input in the development of activities and programs. - The diversity of community college students and their schedules is challenging when developing student activities. - Student retention and completion rates indicate the need to provide additional student engagement opportunities to groups of students who are experiencing lower than average satisfaction, retention, and success rates. Current groups identified include students from minority populations, students from low socio-economic backgrounds, nontraditional students, career students, part-time students, and single parents.

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	- Part of the newly developed Students Services Administrative Assistant position responsibilities will be to communicate activities and assist the clubs and organizations with start-up and consulting assistance. - Provide consistent training for club/organization leaders. Include training on how to assess the effectiveness of activities/events. - Utilize multiple measures and technology to collect data on the effectiveness of activities. - Secure additional funds for student activities. - Utilize the mobile application and other social media to share activities, events, club/organization information with all students. - With the success of Zoom/Google Meet/etc., during COVID-times, the College plans to unite students who would not necessarily be on campus a lot (due to work, transportation, family, or online learning) and unite students online on formats and times that are more convenient for them. - Utilize the Board of Student Scholars when developing and planning student activities. - Develop a repository for student activities/events held each year. The repository should record the event, purpose, number of students served, intended outcomes, outcomes achieved, and needs for the future.