Program Review Cover Page	
College	Danville Area Community College
District Number	507
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Fiscal Year Reviewed:	2024

Directory of Reviews Submitted

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2023-2024

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
Accounting	Degree	64	52.0302	Accounting 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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives

What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*

Program Learning Outcomes

- Students will apply accounting concepts and methods to prepare financial statements for business organizations.
- Students will interpret accounting information for internal control, planning, performance evaluation, and business process improvement.
- Students will use financial management concepts and methods to provide basic supporting investment and/or financial information.
- Students will illustrate effective and professional written/oral communication within the business environment.
- Students will recognize technological tools specific to the field of accounting.

Possible Occupations:

- Tax Preparers
- Bookkeeping, Accounting, and Auditing Clerks
- Brokerage Clerks
- Statistical Assistants

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past review action items included: ● Increasing student enrollment ○ Ongoing: various efforts of recruiting students have been made, including but not limited to marketing efforts such as ads, social media posts, open houses, and site visits Also have worked to increase our 3 and 1 program to provide more options for students.. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program. ● Maintaining program quality ○ Program quality has been maintained through full-time faculty involvement. Pieces of the program curriculum have been updated and revised based on advisory committee and student assessment.
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 included: ● Department of Institutional Research ● Angie Springer; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor The department of Institutional Research provided employment and institutional data. A. Springer provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. J. Slavik compiled information and wrote 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.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

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 specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Accounting AAS degree is 64 credits. The additional four credits include a course credit hour change as well as a business elective. Due to the amount of material covered in the foundational course, CACC 101 Financial Accounting, the credit hour increased from three to four credit hours. The additional three hours, allow for students to choose an extra course within the business elective. Students are allowed to select from business electives that fit their desired path. Courses include supplemental finance courses, management courses, computer courses, and internships. The additional elective

		emphasizes skills which are of specific interest to the student.
	Indicator 1: Need	**Respon se**
	1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of May 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated compound growth: ● *Tax Preparers*: show an annual compound growth within our region of .9% and 1.0% in Illinois. There is a projected 9.7% employment change for the region and a 10.6% change for the state from 2020-2030. ● *Bookkeeping, Accounting, and Auditing Clerks*: show an annual compound growth within our region of -0.5% and -0.2% in Illinois. There is a projected -5.3% employment change for the region and a -1.5% change for the state from 2020-2030. ● *Payroll and Timekeeping Clerks:* show an annual compound growth within our region of -2.0% and -1.3% in Illinois.There is a projected -17.9% employment change for the region and a -12.2% change for the state from 2020-2030. ● *Brokerage Clerks:* show an annual compound growth within our region of -0.9% and -0.9% in Illinois. There is a projected -8.7% employment change for the region and a -8.3% change for the state from 2020-2030. ● *Statistical Assistants:* show an annual compound growth within our region of 0.8% and 1.2% in Illinois. There is a projected 8.3% employment change for the region and a 12.9% change for the state from 2020-2030. ** Regional and state data projection 2020-2023* ** Data excludes virtual positions*
	1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The annual growth stated above spans from 2020-2030 for our region and the state. In addition to these statistics, local employers are showing interest in the accounting program and students. The field has also seen a rise in virtual positions; this opens additional opportunities for local graduates. Positions incorporating more statistics and data analysis are also increasing. Moving forward, communication between the college and local organizations will be essential to project employment outlook, graduate job placement, and the

		exploration of potential job training partnerships.
	1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
	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?)	Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Accounting program includes area high school students, G.E.D. students, and local citizens in various business roles.
	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs division, curriculum committee, assessment team, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
	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 highlighted the need to foster current partnerships and continue to build new partnerships within the field. In addition, course content and accounting electives could be reviewed. Program employment projections show a decrease in areas such as bookkeeping, payroll, and brokerage and an increase in tax preparers and statistical assistants. Actions to consider: ● Strengthening relationships and partnerships with local employers focused on tax preparation and statistical analytics.

	• Training partnerships with local employers promoting professional development and college credit could be explored for tax preparation • Investigate courses such as data analysis, Power BI, statistics, etc. to offer as program elective courses. • Explore the option to partner with faculty across campus to develop a certificate for data analysis.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The primary costs to the institution associated with this program includes one full-time faculty salary and benefits packages. Additional costs include instructional supplies, faculty professional development and travel, publications and dues, and maintenance services. Credits include tuition and course fees. For the past five years, the accounting program has had a negative net income percentage. However, this percentage includes the salary costs of two full-time faculty members. The program has recently reduced the number of full-time faculty to one. This cut should drastically improve the net income percent in future years. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested to be used for equipment costs and professional development.

Fiscal Year	Credit Hours	Net Income Percent
2019	675	-21.8%
2020	684	-12.1%
2021	843	-16.1%
2022	683	-34.8%
2023	449	-43.7%

	2.2 What are the findings of the cost-effectiveness analysis?	Over the five-year review period, the average net income percentage of the program was -25.7%. While the program has shown a loss over the past five years, the recent drop in full-time faculty should level out the net income percent in upcoming budgets. The program is now staffed with one full-time faculty member who teaches both program specific and transfer courses.
	2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is funded through the institution's general education fund and technology bonds. At this time, program costs are not funded by grant dollars.
	2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Student cost for this program is comparable to other business related CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund–within the past two academic years, 100% of applicants were awarded some form of scholarship dollars. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
	2.5 How will the college increase the cost- effectiveness of this program?	As mentioned above, the number of full-time faculty has been reduced from two to one. This reduction will help level out overall program costs. Expenses for the program are minimal and do not currently require review. Continued recruitment and partnership efforts should be prioritized to help increase student enrollment and total credit hours within the specific program. Additional certifications, incorporating current courses, in tax preparation and statistics, may help increase enrollment and total credit hours.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.

	Indicator 3: Quality	**Respons e**
	3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in traditional face-to-face, hybrid, and online formats. Many courses offer a face to face component, and most courses are offered in a fully online format. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment. Courses are offered in 16-week terms. Some courses are also offered in 8-week formats to accommodate summer courses. Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Associate Professor Angie Springer, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on

		observing classrooms and/ labs. Faculty are also evaluated by their students each semester in each of the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, the Accounting program is not yet an approved program of study under Perkins V.
	3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. One stackable certificate falls under the parent degree of Accounting AAS. This certificate is the Accounting Certificate; it provides an additional exit point prior to completion of the degree.
	3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Students have the options of various teaching modalities for many of the accounting courses which allows them to pick a format that best fits their learning style as well as accommodate for scheduling conflicts. CACC101 students can choose from a 4 day per week section, a fully online section or a hybrid section. The hybrid section provides the class lecture portion online with students meeting in person for two hours one day a week to work through problems.

		CACC101 was changed from a 3 credit hour course to a 4 credit hour course. This change better reflects the amount of course work required as well as allots for more classroom time to work on the course content. The classroom utilized for in-person instruction of the accounting classes was recently converted to a lab providing all students with computers and access to the online learning software utilized for instruction. Faculty has built relationships with community accounting professionals who have made guest speaker appearances. These engagements have offered students added insight into the accounting profession, as well as offered students with scholarship and internship opportunities. Faculty has worked with outside accounting professionals and encouraged them to teach a course in their area of expertise as a part-time instructor. DACC currently has two-part time instructors who are currently working in the field of accounting. Their experience and knowledge of the specific area allows students an added level of learning. Current full time accounting faculty also brings 10 years of outside work experience in the field of accounting to the classroom. This work experience is used in the teaching style of the instructor to make connections with the course work to actual real world business situations providing students a better understanding of the course content.
	3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered for some Accounting courses through dual enrollment of online and face-to-face coursework offered by DACC faculty, and through partnerships with local high schools with courses offered by qualified high school faculty. In some cases, DACC faculty have traveled to area high schools to offer on-site dual credit courses as well. Area High Schools that have partnered for dual credit opportunities include Schlarman, Oakwood, Danville, and Covington. High school students have the opportunity to take a variety of required general education courses either through online courses taught by DACC faculty or courses taught at partnership high schools. In addition to the general education offerings, degree specific courses prioritized for dual credit offerings include: ● CACC 101 ● BACC 100 ● CACC 105

	3.7 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?	Currently, there are no official work-based learning opportunities available within the accounting program. However, select students are periodically placed into internships with local organizations. Work-based learning opportunities empower the students with real-world experience. This hands-on learning helps students explore various areas of accounting and gauge specific interests. Looking to the future, program faculty could initiate conversations with the program's advisory board and other community partners regarding additional opportunities.
	3.8 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, ASE).	No, industry accreditation is not required for this program.
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	At this time, there are no industry-recognized credentials embedded within the program.
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities are available at this time.
	3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A

	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	IAI Articulation agreements are in place for the following degree specific courses: ● CACC 101 ● CACC 105 Articulation agreements are in place for 3 or more Illinois schools for the following degree specific courses: ● CACC 166 The Accounting faculty has diligently worked to partner with various institutions for advanced degrees. As a result, DACC has 3+1 agreements with the following institutions: ● Franklin University As a result, DACC has 2+2 agreements with the following institutions: ● University of Illinois (Pathways Program) ● Southern Illinois University - Carbondale
	3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Advisory council participation has been expanded since the last program review to include a variety of stakeholders. Program graduates along with industry partners from both private and public sectors have been engaged more to actively participate with the committee. Industry needs can vary between public and private sector organizations and should be represented in program curriculum. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement. Additional partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs, provide more opportunity for innovation in the Accounting program.
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities. Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction: ● Students may be eligible to participate in TRIO if they are currently enrolled at DACC (full-time or part-time), are a United States citizen or have permanent residency status and meet one or more of the program eligibility

		criteria. ● Open student computer labs on campus In addition, students have access to the following college services to ensure assistance outside of classroom instruction: ● Math and Science Tutoring Center ● Business and Technology Tutoring Center
	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 in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. The institution's Assessment Team provides training twice a year on assessment topics related to student learning and data analysis. In addition, all faculty are designated a division Assessment Champion to assist with continuous program specific assessment. In addition, the college is in the process of creating a Teaching & Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provides various informational videos for faculty to be accessed in real-time when needed most. Specific to this program, lead faculty Associate Professor Angie Springer completed her Masters degree in Accounting.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
	3.17 What is the status of the current technology and equipment used for this program?	The classroom used for accounting specific courses was recently updated to include computer workstations for each student. Students are now able to access software used within the curriculum during instruction time.

	3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research and the Assessment Team. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students' learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Through classroom assessment of CACC101, it was determined that student success rate was low for CACC101. Student feedback indicated the course pace was too fast. Faculty determined students were lacking a strong foundation in the area of accounting and struggling with course content. To accommodate this, BACC100, or high school business course, or work experience in the field of accounting was set as a pre req for CACC101. However, BACC100 is not a transferable course to most 4 year universities. Therefore to alleviate the need for students to take a non-transferable course, yet still address the issues of students struggling with the amount of course content and pace of the course, faculty worked to have CACC101 changed from a 3 credit hour course to a 4 credit

		hour course. This change provides students with a slower pace and additional classroom instruction. The change also better aligns with the credit hours for the course as offered by many 4 year universities. During the most recent assessment cycle, the general education outcome of critical thinking was assessed. This outcome was deliberately chosen as the research has shown critical thinking to be a valuable and needed skill in the field of accounting, especially when analyzing financial information. The results indicated that students were struggling in the area of financial analysis. To address this, faculty implemented more classroom discussions of financial analysis and directed more student led group discussions.
	3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Throughout the year, local employers reach out to A. Springer requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.
	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually, The committee reviews and discusses curriculum, coursework, certification, accreditation, and work-based learning, employment trends, as well as other topics. Committee engagement could be improved by increasing the number of participants.

	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Accounting Advisory Committee provides input on program curriculum, equipment, and industry demand/opportunities. Internships, and work-based learning opportunities are also discussed regularly by the advisory committee. Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment with a variety of roles in both public and private industries.
	3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.
	3.25 What are the program's strengths?	Some program strengths include: ● The program lead, Associate Professor Angie Springer, holds a Master's degree in Accounting and has 8 years of industry experience. ● Smaller class sizes allow for significant instructor/student interaction. The lead faculty teaches multiple courses within the program and has ample opportunity to foster strong relationships with students. ● Community/employer connections have created a pipeline for graduates to employment. ● Comprehensive curriculum prepares students for a variety of entry and mid-level accounting careers. ● Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face. ● The program's stackable credentials is an excellent opportunity for students. Completers of the Accounting Certificate are able to continue forward to the Accounting AAS.

3.26 What are the identified or potential weaknesses of the program?	Low enrollment has been a challenge within the program. Creating stronger partnerships with industry partners and increased recruitment activities will be pursued to address this weakness and provide local employers with a sufficient number of well-qualified applicants.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	Accounting AAS
CIP Code	52.0302

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	33	31	37	32	14
Number of Completers	8	1	10	2	0

Other (Please identify)	FY 19	FY 20	FY 21	FY 22	FY 23
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The above data is reflective of the program's enrollment and completion rates. Program data was disaggregated by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment for the Accounting program. The disaggregated data show students are mostly female, ranging from 78.57%-69.70% of the years reviewed. Nearly three-fourths of the students (66.6%-78.13%) identify as white. The ratio of African American students decreased throughout the years reviewed, landed at a low 7.14% in FY23, while the number of Hispanic students increased to its highest at 14.29% in the same year. The majority of students are over the age of 25, averaging 57.6% for the five years. The remaining students seem to be at an even split of Under 20 and between 20-25yrs. During the five year span, the majority of students were not pell eligible; this ranged from 84.38% to the lowest in FY23 at 64.29%. The majority of students (87.1%-93.94%) do not require accommodations.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollment and completion, the college has continued to revise the program to meet workforce needs. Additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and the college.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The data shows the following gaps: ● Completion Rates: FY19 24.24% | FY20 3.23% | FY21 27.03% | FY22 6.25% | FY23 0%| The pandemic likely played a role in 2020; however, the college will examine 2023 more closely and monitor these rates moving forward.. ● Retention Rates: Fall to Spring Retention is as follows: FY18 100% | FY20 9.09% | FY21 16.13% | FY22 13.51% | FY23 0% | ● Retention Rates: Fall to Fall Retention is as follows: FY 19 18.18% | FY20 29.03% | FY21 32.43% | FY22 15.63% | FY23 14.29%				
What is the college doing to overcome any identified gaps? If	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and				

	nothing is currently being done, explain what the college plans to do to close identified gaps.	TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals. Efforts to increase retention from fall to spring should be explored more in depth.
	Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.
	Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.
	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.	Although the program is currently experiencing low enrollment rates and a negative net income percentage, recent changes should change its trajectory. Continuing the Accounting program with focus on the below action steps will help strengthen the opportunity for additional students and program growth.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline	1. **Strengthen employer relationships** - efforts will begin immediately and continue throughout the following academic years a. Refine participants for the program Advisory Board Committee

	and/or dates for each step.	b. Build stronger relationships with current Advisory Board members c. Discuss options for possible partnership for on-the-job training programs with local employers 2. **Boost student recruitment efforts** - this will take place immediately and continue throughout the following academic years a. Complete a program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns d. Strengthen relationships with local organizations and employers in order to develop an additional pipeline of students into the program 3. **Explore curriculum and development of additional certifications under the AAS degree** - this will take place beginning in the 2024-2025 academic year and continue throughout the next few academic years a. Review accounting curriculum and explore potential changes in course sequence, offerings, etc. b. Investigate potential Tax Preparation certificate; possible partnership for work based learning/training through local tax prep offices c. Investigate potential Data Analysis/Statistics certificate; work with faculty across campus to include courses already offered such as statistics, data analysis, Power BI, etc.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	At this time, program objectives are being met. No action steps required.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Lower socioeconomic students often do not have the financial resources to pay for the technology necessary to complete certain courses within the program. For this reason, the Accounting classroom has been equipped as a computer lab with the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as needed. Many of the program courses include textbook fees within the tuition, which eliminates barriers for students unable to purchase books. In these cases, students' books are available to them on the first day of class.

		Program faculty refer qualifying students to TRIO for additional support and resources.
	Resources Needed	At this time, known resources that may likely be called upon are the Division Dean, DACC marketing department, college recruiter, audio/visual department, technology faculty, and math faculty.. External resources will likely include a variety of local employers.
	Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources–internally within the college and externally from the community–will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2023-2024

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
Accounting	Cert	32	52.0302	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives

What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*

Program Learning Outcomes

- Students will apply accounting concepts and methods to prepare financial statements for business organizations.
- Students will interpret accounting information for internal control, planning, performance evaluation, and business process improvement.
- Students will use financial management concepts and methods to provide basic supporting investment and/or financial information.
- Students will illustrate effective and professional written/oral communication within the business environment.
- Students will recognize technological tools specific to the field of accounting.

Possible Occupations:

- Tax Preparers
- Bookkeeping, Accounting, and Auditing Clerks
- Brokerage Clerks
- Statistical Assistants

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past review action items included: ● Increasing student enrollment ○ Ongoing: various efforts of recruiting students have been made, including but not limited to marketing efforts such as ads, social media posts, open houses, and site visits Also have worked to increase our 3 and 1 program to provide more options for students.. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program. ● Maintaining program quality ○ Program quality has been maintained through full-time faculty involvement. Pieces of the program curriculum have been updated and revised based on advisory committee and student assessment.
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 included: ● Department of Institutional Research ● Angie Springer; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor The department of Institutional Research provided employment and institutional data. A. Springer provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. J. Slavik compiled information and wrote 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.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

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 specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Accounting Certificate is 32 credits. The additional credits include a course credit hour change as well as a business ethics course. Due to the amount of material covered in the foundational course, CACC 101 Financial Accounting, the credit hour increased from three to four credit hours. BOFF 135 Business Etiquette & Ethics is included in the curriculum to ensure Accounting students are introduced to proper etiquette strategies and ethical decision making skills at an early stage in their education.

	Indicator 1: Need	Respon se
	1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of May 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated compound growth: ● *Tax Preparers*: show an annual compound growth within our region of .9% and 1.0% in Illinois. There is a projected 9.7% employment change for the region and a 10.6% change for the state from 2020-2030. ● *Bookkeeping, Accounting, and Auditing Clerks*: show an annual compound growth within our region of -0.5% and -0.2% in Illinois. There is a projected -5.3% employment change for the region and a -1.5% change for the state from 2020-2030. ● *Payroll and Timekeeping Clerks:* show an annual compound growth within our region of -2.0% and -1.3% in Illinois.There is a projected -17.9% employment change for the region and a -12.2% change for the state from 2020-2030. ● *Brokerage Clerks:* show an annual compound growth within our region of -0.9% and -0.9% in Illinois. There is a projected -8.7% employment change for the region and a -8.3% change for the state from 2020-2030. ● *Statistical Assistants:* show an annual compound growth within our region of 0.8% and 1.2% in Illinois. There is a projected 8.3% employment change for the region and a 12.9% change for the state from 2020-2030. ** Regional and state data projection 2020-2023* ** Data excludes virtual positions*
	1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The annual growth stated above spans from 2020-2030 for our region and the state. In addition to these statistics, local employers are showing interest in the accounting program and students. The field has also seen a rise in virtual positions; this opens additional opportunities for local graduates. Positions incorporating more statistics and data analysis are also increasing. Moving forward, communication between the college and local organizations will be essential to project employment outlook, graduate job placement, and the exploration of potential job training partnerships.

	1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
	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?)	Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Accounting program includes area high school students, G.E.D. students, and local citizens in various business roles.
	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs division, curriculum committee, assessment team, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
	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 highlighted the need to foster current partnerships and continue to build new partnerships within the field. In addition, course content and accounting electives could be reviewed. Program employment projections show a decrease in areas such as bookkeeping, payroll, and brokerage and an increase in tax preparers and statistical assistants. Actions to consider: ● Strengthening relationships and partnerships with local employers focused on tax preparation and statistical analytics. ● Training partnerships with local employers promoting professional development and college credit could be explored for tax preparation ● Investigate courses such as data analysis, Power BI,

		statistics, etc. to offer as program elective courses. ● Explore the option to partner with faculty across campus to develop a certificate for data analysis.
	Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
	2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The primary costs to the institution associated with this program includes one full-time faculty salary and benefits packages. Additional costs include instructional supplies, faculty professional development and travel, publications and dues, and maintenance services. Credits include tuition and course fees. For the past five years, the accounting program has had a negative net income percentage. However, this percentage includes the salary costs of two full-time faculty members. The program has recently reduced the number of full-time faculty to one. This cut should drastically improve the net income percent in future years. **Fiscal Year** / **Credit Hours** / **Net Income Percent** 2019 / 675 / -21.8% 2020 / 684 / -12.1% 2021 / 843 / -16.1% 2022 / 683 / -34.8% 2023 / 449 / -43.7% The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested to be used for equipment costs and professional development.

	2.2 What are the findings of the cost-effectiveness analysis?	Over the five-year review period, the average net income percentage of the program was -25.7%. While the program has shown a loss over the past five years, the recent drop in full-time faculty should level out the net income percent in upcoming budgets. The program is now staffed with one full-time faculty member who teaches both program specific and transfer courses.
	2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is funded through the institution's general education fund and technology bonds. At this time, program costs are not funded by grant dollars.
	2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Student cost for this program is comparable to other business related CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund–within the past two academic years, 100% of applicants were awarded some form of scholarship dollars. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
	2.5 How will the college increase the cost- effectiveness of this program?	As mentioned above, the number of full-time faculty has been reduced from two to one. This reduction will help level out overall program costs. Expenses for the program are minimal and do not currently require review. Continued recruitment and partnership efforts should be prioritized to help increase student enrollment and total credit hours within the specific program. Additional certifications, incorporating current courses, in tax preparation and statistics, may help increase enrollment and total credit hours.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.

	Indicator 3: Quality	**Respons e**
	3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in traditional face-to-face, hybrid, and online formats. Many courses offer a face to face component, and most courses are offered in a fully online format. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment. Courses are offered in 16-week terms. Some courses are also offered in 8-week formats to accommodate summer courses. Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Associate Professor Angie Springer, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on

		observing classrooms and/ labs. Faculty are also evaluated by their students each semester in each of the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, the Accounting program is not yet an approved program of study under Perkins V.
	3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. The Accounting Certificate is a stackable credential under the parent degree of Accounting AAS, providing an additional exit point prior to completion of the degree.
	3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Students have the options of various teaching modalities for many of the accounting courses which allows them to pick a format that best fits their learning style as well as accommodate for scheduling conflicts. CACC101 students can choose from a 4 day per week section, a fully online section or a hybrid section. The hybrid section provides the class lecture portion online with students meeting in person for two hours one day a week to work through problems.

		CACC101 was changed from a 3 credit hour course to a 4 credit hour course. This change better reflects the amount of course work required as well as allots for more classroom time to work on the course content. The classroom utilized for in-person instruction of the accounting classes was recently converted to a lab providing all students with computers and access to the online learning software utilized for instruction. Faculty has built relationships with community accounting professionals who have made guest speaker appearances. These engagements have offered students added insight into the accounting profession, as well as offered students with scholarship and internship opportunities. Faculty has worked with outside accounting professionals and encouraged them to teach a course in their area of expertise as a part-time instructor. DACC currently has two-part time instructors who are currently working in the field of accounting. Their experience and knowledge of the specific area allows students an added level of learning. Current full time accounting faculty also brings 10 years of outside work experience in the field of accounting to the classroom. This work experience is used in the teaching style of the instructor to make connections with the course work to actual real world business situations providing students a better understanding of the course content.
	3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered for some Accounting courses through dual enrollment of online and face-to-face coursework offered by DACC faculty, and through partnerships with local high schools with courses offered by qualified high school faculty. In some cases, DACC faculty have traveled to area high schools to offer on-site dual credit courses as well. Area High Schools that have partnered for dual credit opportunities include Schlarman, Oakwood, Danville, and Covington. The following courses are included in the certificate and are open to dual enrollment students either through high school partnerships, on campus courses, or online asynchronous offerings: ● CACC 101 ● BACC 130 ● BOFF 225 ● BOFF 135 ● CACC 105 ● BACC 229

		• BACC 230 • BOFF 230 • BACC 228 • CACC 166
	3.7 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?	Currently, there are no official work-based learning opportunities available within the accounting program. However, select students are periodically placed into internships with local organizations. Work-based learning opportunities empower the students with real-world experience. This hands-on learning helps students explore various areas of accounting and gauge specific interests. Looking to the future, program faculty could initiate conversations with the program's advisory board and other community partners regarding additional opportunities.
	3.8 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, ASE).	No, industry accreditation is not required for this program.
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	At this time, there are no industry-recognized credentials embedded within the program.
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities are available at this time.
	3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A

	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	For the Accounting Certificate courses specifically, IAI Articulation agreements are in place for the following degree specific courses: ● CACC 101 Articulation agreements are in place for 3 or more Illinois schools for the following degree specific courses: ● CACC 166 The Accounting faculty has diligently worked to partner with various institutions for advanced degrees. As a stackable credential leading to the Accounting AAS, this certificate can lead to the following transfer opportunities: DACC has 3+1 agreements with the following institutions: ● Franklin University DACC has 2+2 agreements with the following institutions: ● University of Illinois (Pathways Program) ● Southern Illinois University - Carbondale
	3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Advisory council participation has been expanded since the last program review to include a variety of stakeholders. Program graduates along with industry partners from both private and public sectors have been engaged more to actively participate with the committee. Industry needs can vary between public and private sector organizations and should be represented in program curriculum. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement. Additional partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs, provide more opportunity for innovation in the Accounting program.
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities. Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction: ● Students may be eligible to participate in TRIO if they are currently enrolled at DACC (full-time or part-time), are a United States citizen or have permanent residency status and meet one or more of the program eligibility

		criteria. ● Open student computer labs on campus In addition, students have access to the following college services to ensure assistance outside of classroom instruction: ● Math and Science Tutoring Center ● Business and Technology Tutoring Center
	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 in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. The institution's Assessment Team provides training twice a year on assessment topics related to student learning and data analysis. In addition, all faculty are designated a division Assessment Champion to assist with continuous program specific assessment. In addition, the college is in the process of creating a Teaching & Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provides various informational videos for faculty to be accessed in real-time when needed most. Specific to this program, lead faculty Associate Professor Angie Springer completed her Masters degree in Accounting.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
	3.17 What is the status of the current technology and equipment used for this program?	The classroom used for accounting specific courses was recently updated to include computer workstations for each student. Students are now able to access software used within the curriculum during instruction time.

	3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research and the Assessment Team. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students' learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Through classroom assessment of CACC101, it was determined that student success rate was low for CACC101. Student feedback indicated the course pace was too fast. Faculty determined students were lacking a strong foundation in the area of accounting and struggling with course content. To accommodate this, BACC100, or high school business course, or work experience in the field of accounting was set as a pre req for CACC101. However, BACC100 is not a transferable course to most 4 year universities. Therefore to alleviate the need for students to take a non-transferable course, yet still address the issues of students struggling with the amount of course content and pace of the course, faculty worked to have CACC101 changed from a 3 credit hour course to a 4 credit

		hour course. This change provides students with a slower pace and additional classroom instruction. The change also better aligns with the credit hours for the course as offered by many 4 year universities. During the most recent assessment cycle, the general education outcome of critical thinking was assessed. This outcome was deliberately chosen as the research has shown critical thinking to be a valuable and needed skill in the field of accounting, especially when analyzing financial information. The results indicated that students were struggling in the area of financial analysis. To address this, faculty implemented more classroom discussions of financial analysis and directed more student led group discussions.
	3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Throughout the year, local employers reach out to A. Springer requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.
	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually, The committee reviews and discusses curriculum, coursework, certification, accreditation, and work-based learning, employment trends, as well as other topics. Committee engagement could be improved by increasing the number of participants.

	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Accounting Advisory Committee provides input on program curriculum, equipment, and industry demand/opportunities. Internships, and work-based learning opportunities are also discussed regularly by the advisory committee. Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment with a variety of roles in both public and private industries.
	3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.
	3.25 What are the program's strengths?	Some program strengths include: ● The program lead, Associate Professor Angie Springer, holds a Master's degree in Accounting and has 8 years of industry experience. ● Smaller class sizes allow for significant instructor/student interaction. The lead faculty teaches multiple courses within the program and has ample opportunity to foster strong relationships with students. ● Community/employer connections have created a pipeline for graduates to employment. ● Comprehensive curriculum prepares students for a variety of entry and mid-level accounting careers. ● Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face. ● The program's stackable credentials is an excellent opportunity for students. Completers of the Accounting Certificate are able to continue forward to the Accounting AAS.

3.26 What are the identified or potential weaknesses of the program?	Low enrollment has been a challenge within the program. Creating stronger partnerships with industry partners and increased recruitment activities will be pursued to address this weakness and provide local employers with a sufficient number of well-qualified applicants.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	Accounting Cert				
CIP Code	52.0302				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	33	31	37	32	14
Number of Completers	8	1	10	2	0

Other (Please identify)	FY 19	FY 20	FY 21	FY 22	FY 23
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The above data is reflective of the program's enrollment and completion rates. Program data was disaggregated by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment for the Accounting program. The disaggregated data show students are mostly female, ranging from 78.57%-69.70% of the years reviewed. Nearly three-fourths of the students (66.6%-78.13%) identify as white. The ratio of African American students decreased throughout the years reviewed, landed at a low 7.14% in FY23, while the number of Hispanic students increased to its highest at 14.29% in the same year. The majority of students are over the age of 25, averaging 57.6% for the five years. The remaining students seem to be at an even split of Under 20 and between 20-25yrs. During the five year span, the majority of students were not pell eligible; this ranged from 84.38% to the lowest in FY23 at 64.29%. The majority of students (87.1%-93.94%) do not require accommodations.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollment and completion, the college has continued to revise the program to meet workforce needs. Additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and the college.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The data shows the following gaps: ● Completion Rates: FY19 24.24% | FY20 3.23% | FY21 27.03% | FY22 6.25% | FY23 0%| The pandemic likely played a role in 2020; however, the college will examine 2023 more closely and monitor these rates moving forward.. ● Retention Rates: Fall to Spring Retention is as follows: FY18 100% | FY20 9.09% | FY21 16.13% | FY22 13.51% | FY23 0% | ● Retention Rates: Fall to Fall Retention is as follows: FY 19 18.18% | FY20 29.03% | FY21 32.43% | FY22 15.63% | FY23 14.29%				
What is the college doing to overcome any identified gaps? If	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and				

	nothing is currently being done, explain what the college plans to do to close identified gaps.	TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals. Efforts to increase retention from fall to spring should be explored more in depth.
	Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.
	Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.
	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.	Although the program is currently experiencing low enrollment rates and a negative net income percentage, recent changes should change its trajectory. Continuing the Accounting program with focus on the below action steps will help strengthen the opportunity for additional students and program growth.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline	1. **Strengthen employer relationships** - efforts will begin immediately and continue throughout the following academic years a. Refine participants for the program Advisory Board Committee

	and/or dates for each step.	b. Build stronger relationships with current Advisory Board members c. Discuss options for possible partnership for on-the-job training programs with local employers 2. **Boost student recruitment efforts** - this will take place immediately and continue throughout the following academic years a. Complete a program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns d. Strengthen relationships with local organizations and employers in order to develop an additional pipeline of students into the program 3. **Explore curriculum and development of additional certifications under the AAS degree** - this will take place beginning in the 2024-2025 academic year and continue throughout the next few academic years a. Review accounting curriculum and explore potential changes in course sequence, offerings, etc. b. Investigate potential Tax Preparation certificate; possible partnership for work based learning/training through local tax prep offices c. Investigate potential Data Analysis/Statistics certificate; work with faculty across campus to include courses already offered such as statistics, data analysis, Power BI, etc.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	At this time, program objectives are being met. No action steps required.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Lower socioeconomic students often do not have the financial resources to pay for the technology necessary to complete certain courses within the program. For this reason, the Accounting classroom has been equipped as a computer lab with the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as needed. Many of the program courses include textbook fees within the tuition, which eliminates barriers for students unable to purchase books. In these cases, students' books are available to them on the first day of class.

		Program faculty refer qualifying students to TRIO for additional support and resources.
	Resources Needed	At this time, known resources that may likely be called upon are the Division Dean, DACC marketing department, college recruiter, audio/visual department, technology faculty, and math faculty.. External resources will likely include a variety of local employers.
	Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources–internally within the college and externally from the community–will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2024

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
Heating, Ventilation and Air Conditioning	C	26	47.0201	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will perform proper installation, service, and general maintenance of HVACR equipment for overall optimization. • Students will apply combined knowledge of electricity, physics, and thermodynamics to successfully install and troubleshoot HVACR equipment. • Students will explain the impact of HVACR equipment and refrigerants on the environment. • Students will analyze the benefits of high efficiency over low/standard efficiency equipment to minimize the global environmental impact of HVACR equipment. • Students will examine common tasks and scenarios within the field to ensure best safety practices are utilized.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	It was recommended in a previous program review that a Geo Thermal System be incorporated into the program. This recommendation was conveyed at previous advisory board meeting. Grant funding through the IGEN Competitive Grant process was secured and a Geo Thermal Training Unit has been

	purchased and will be incorporated into the program. The need to recruit non-traditional students was part of the 2019 program review. This program has been expanded to offer dual credit opportunities to high schools with high non-traditional demographics.
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 included: • Dr. Carl Bridges: Provost • Joe Daughtery: Instructor of Heating, Ventilation and Air Conditioning • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor C. Bridges provided employment and institutional data. J. Daughtery provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote 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.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

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 rationale 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? Cite local and regional labor market information.	As of May 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030: • Heat, AC, and Refrigeration Mechanics and Installers – EDR2: +0.4% Illinois: +0.9% *The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The annual growth above spans from 2020-2030.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
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?)	Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the HVAC program comes from College Express program with the local high schools. Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Provost, all division deans, student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Provost before submission to the ICCB/HLC.
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** *(see ICCB and system resources for cost-*	**Response**

<table>
<tr><td>effectiveness: https://www.iccb.org/academic_affairs/program-review/)</td><td></td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The primary costs to the institution associated with the Heating, Ventilation and Air Conditioning program include one full-time faculty salary and benefits package. Base salary/benefit costs for the full-time instructor is comparable to other CTE program instructors including Manufacturing, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.

The program is funded through general education funds, technology bonds and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development. Outside grant funding, primarily through the IGEN network competitive grant process, has been awarded for new training equipment.

The following table displays the net income percent for the HVAC program for the last five years:

<table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2019</td><td>111</td><td>71.6%</td></tr><tr><td>2020</td><td>102</td><td>86.5%</td></tr><tr><td>2021</td><td>48</td><td>-18.9%</td></tr><tr><td>2022</td><td>42</td><td>-22.2%</td></tr><tr><td>2023</td><td>45</td><td>-85.0%</td></tr></table></td></tr>
<tr><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The college attempts to offset costs of the program through grant funds.</td></tr>
<tr><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</td></tr>
</table>

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase with the expansion of the College Express program to the largest high school in the county. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in the traditional face to face format on campus. Delivery methods include lecture and lab components. No other delivery options are offered with this program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Joe Daugherty is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of

	Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Heating, Ventilation and Air Conditioning program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths include real-world simulations and team/group activities in most courses, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. If the student completes both years of eligibility, the following courses could be completed: HVAC 147 – Principles of Air Conditioning ELEC 150 – Electricity for HVAC HVAC 150 – Heating Plants HVAC 200 – Advanced Air Conditioning

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 11 credit hours towards the degree if they are enrolled both junior and senior years. There are currently 15 students enrolled in this program. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Danville High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School The courses offered in the College Express program are chosen based on the course sequence of the certificate program. The first three courses are intro level courses and prerequisites to advanced courses to complete the certificate
3.7 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 instructor has worked in the industry for many years and integrates these opportunities into the course work.
3.8 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, ASE).	Not at this time. Future goals will be to incorporate the EPA 608 Universal Proper Refrigerant usage into the program.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No

3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Advisory council participation has expanded since the last program review to include a variety of stakeholders. Two examples are Rogers Supply and United Refrigeration. The current instructor is constantly making connections with the local industry partners.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most. Specific to this program, the current instructor maintains a State of Illinois Plumbing license by attending hours of continuing education each year. Faculty also stay abreast of new developments and tools in the industry by attending vendor sponsored meetings.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.

3.17 What is the status of the current technology and equipment used for this program?	Current technology is functioning and serves the needs of our students but is slightly antiquated. The current faculty is in the process of revamping and obtaining newer equipment. An IGEN grant was awarded this year to purchase a Geothermal Training Unit and Heat pump. This will be incorporated into the current curriculum. As funds become available, we hope to continue to update and add equipment.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At in informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. During the most recent cycle, the results of this assessment revealed that students struggled to understand the electrical meter and how to use this properly. The faculty re-evaluated this activity and has changed the way he presents the meter and is using different terminology when explaining the equipment.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.

based learning opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	Heating, Ventilation and Air Conditioning				
CIP Code	47.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	9	5	5	4

Number of Completers	8	8	1	2	0
Other (Please identify)	FY2019	FY2020	FY2021	FY2022	FY2023
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Program data was disaggregated by gender, race, socioeconomic status, age, and disability status. The disaggregated data show students are mostly male, ranging from 100%-80% of the years reviewed. Most of the students (50% - 100%) identify as white. The ratio of African American students rose slightly in FY22 but remained steady (20%-25%) in FY20 and FY23. Hispanic students remained at 0% of the program. The majority of students are over age 25, ranging from 25% - 66.67% throughout the five years. Students age 20-25 varied from 22% to 44%. In the past few years the number of students under age 20 has increased from 11% to 50%. During the five year span, the pell eligibility ratio has ranged from 0% to 40%. The majority of students (88.89% - 100%) do not require accommodations.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are 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.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.				

Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of 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.	HVAC continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Welding 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). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
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. Work with our College Express program, local high school and our industry partners

	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 program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2024

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
CNC Machine Tool Operator	C	21 or 22	48.0510	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• 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. • Students will apply knowledge of machine operations and principles to troubleshoot the following manufacturing systems: electrical, pneumatic, hydraulic, and mechanical.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's

	efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program has continued to grow and increase enrollments. The need to recruit non-traditional students was part of the 2019 program review.
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 included: • Dr. Carl Bridges: Provost • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor C. Bridges provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote 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.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

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 rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

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<tr><th>Indicator 1: Need</th><th>Response</th></tr>
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Cite local and regional labor market information.</td><td>As of May 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:
<table><tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr><tr><td>Computer Numerically Controlled Tool Operators</td><td>-0.5%</td><td>-0.1%</td></tr><tr><td>Computer Numerically Controlled Tool Programmers</td><td>+2.5%</td><td>+2.6%</td></tr></table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2020-2030.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>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?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the CNC Machine Tool Operator program comes from the College Express program, incumbent workers, and displaced employees.
Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Provost, all division deans, student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Provost before submission to the ICCB/HLC.</td></tr>
<tr><td>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.</td><td>No</td></tr>
</table>

<table>
<tr><th>Indicator 2:
Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</th><th>Response</th></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The primary costs to the institution associated with the CNC Machine Tool Operator program include one full-time Manufacturing faculty salary and benefits package. Base salary/benefit costs for the full-time instructor is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.

The program is funded through general education funds, technology bonds and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development. Outside grant funding has been awarded for new training equipment.

The following table displays the net income percent for the Manufacturing program for the last five years:

<table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2019</td><td>818</td><td>-60.6%</td></tr><tr><td>2020</td><td>1008</td><td>-55.7%</td></tr><tr><td>2021</td><td>597</td><td>-49.0%</td></tr><tr><td>2022</td><td>461</td><td>-62.5%</td></tr><tr><td>2023</td><td>398</td><td>-69.8%</td></tr></table></td></tr>
<tr><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The college attempts to offset costs of the program through grant funds.</td></tr>
<tr><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</td></tr>
</table>

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in the traditional in person lecture and lab format on campus and hybrid courses containing both a in person component and an online portion. Success rates are by comparison similar.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.

	To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the CNC Machine Tool Operator program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. If the student completes both years of eligibility, the following courses could be completed: MFRG100 – Industrial Safety (OSHA 30 hour) MFRG160 – Machining I MFRG168 – CNC Set up and Operations DRAF162 – Technology in Advanced Manufacturing

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. There are currently 13 students enrolled in this program. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 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 instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.
3.8 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, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, National Institute of Metalworking Skills (NIMS). Students have the opportunity to ear 11 NIMS credentials, OSHA 10 and 30 Hour Safety Cards, and 2 Haas Basic CNC Operations credentials.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, many of our industry partners that participate in the Advisory board offer apprenticeship opportunities to our students.

3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Guardian West based in Urbana, IL is now sending students to DACC for training purposes.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
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?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness

	opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	Current technology is functioning and serves the needs of our students. Within the past 7 years, the metal working equipment has been ungraded and now includes 7 CNC machines. This is representative of what is currently used in industry.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, the instructor has requested new equipment for the Machine Shop. This has included a new CNC Lathe. It was delivered in Feb 2024 and put into service March 2024. It allowed students to participate in the commissioning, startup, and product run process.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work-based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	CNC Machine Tool Operator				
CIP Code	48.0510				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41*	37	42	29	33

Number of Completers	14	17	15	21	8
Other (Please identify)	FY2019	FY2020	FY2021	FY2022	FY2023
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	*Note: The program data above contains information for Welding/Advanced Welding, Machine Tool Operations, and CNC Machine Operator Certificates combined. Program data was disaggregated by gender, race, socioeconomic status, age, and disability status. The disaggregated data show students are mostly male, ranging from 97.56%-78.79% of the years reviewed. Most of the students (65.52% - 86.49%) identify as white. The ratio of African American students rose slightly in FY20 (8.11%) and FY22(10.34%) but remained steady (2.44%-6.06%) in FY19 and FY23. Hispanic students remained at 0% of the programs, with the exception of FY19 (9.76%). The majority of students are under the age of 20, ranging from 48.78% - 69.05% throughout the five years. Students age 20-25 varied from 11.90% - 24.14%. In the past few years the number of students over age 25 has remained fairly steady with the exception of FY19 (31.71%) from 17.24% to 21.62%. During the five year span, the pell eligibility ratio has ranged from 17.24% to 42.42%. The majority of students (87.88% - 92.86%) do not require accommodations.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are 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.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and under the age of 20.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.				

Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of 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 Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing 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). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
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. Work with our College Express program, local high school and our industry partners

	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 program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2024

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
Machine Tool Operations	C	31	48.0501	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• 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. • Students will apply knowledge of machine operations and principles to troubleshoot the following manufacturing systems: electrical, pneumatic, hydraulic, and mechanical.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's

	efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program has continued to grow and increase enrollments. The need to recruit non-traditional students was part of the 2019 program review.
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 included: • Dr. Carl Bridges: Provost • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor C. Bridges provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote 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.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

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 rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	31 credit hours are necessary to provide entry level skills for a machine tools operations position.

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<tr><td>Extrud&Draw Mach</td><td>-0.4%</td><td>-0.1%</td></tr>
<tr><td>Forging Mach Setters</td><td>0.0%</td><td>-1.4%</td></tr>
<tr><td>Cut,Punch, & Press Mach</td><td>-0.7%</td><td>0.0%</td></tr>
<tr><td>Drill&Bor</td><td>-3.7%</td><td>-1.6%</td></tr>
<tr><td>Grind, Lap, Pol, & Buff Mach Tool</td><td>-0.8%</td><td>-0.1%</td></tr>
<tr><td>Lathe&Turn Mach Tool</td><td>-0.8%</td><td>-0.2%</td></tr>
<tr><td>Mill&Plan Mach</td><td>-1.3%</td><td>-1.1%</td></tr>
<tr><td>Machinists</td><td>+0.3%</td><td>+0.9%</td></tr>
<tr><td>Mult Mach Tool</td><td>+0.7%</td><td>+0.9%</td></tr>
<tr><td>Heat Treat Equip</td><td>-0.4%</td><td>-0.1%</td></tr>
<tr><td>Layout Workers</td><td>0.0%</td><td>-0.5%</td></tr>
<tr><td>Metal Workers and Plastic Workers</td><td>0.0%</td><td>0.3%</td></tr>
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Enrollment trends
Credit hours earned year to year
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The program is funded through general education funds, technology bonds and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development. Outside grant funding has been awarded for new training equipment.

The following table displays the net income percent for the Manufacturing program for the last five years:

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2.2 What are the findings of the cost-effectiveness analysis?	The college attempts to offset costs of the program through grant funds.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in the traditional in person lecture and lab format on campus and hybrid courses containing both a in person component and an online portion. Success rates are by comparison similar.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Machine Tool Operations program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. If the student completes both years of eligibility, the following courses could be completed: MFRG100 – Industrial Safety (OSHA 30 hour) MFRG160 – Machining I MFRG168 – CNC Set up and Operations DRAF162 – Technology in Advanced Manufacturing
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. There are currently 13 students enrolled in this program. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 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 instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.

3.8 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, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, National Institute of Metalworking Skills (NIMS). Students have the opportunity to ear 11 NIMS credentials, OSHA 10 and 30 Hour Safety Cards, and 2 Haas Basic CNC Operations credentials.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, many of our industry partners that participate in the Advisory board offer apprenticeship opportunities to our students.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Guardian West based in Urbana, IL is now sending students to DACC for training purposes.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
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?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen

	based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	Current technology is functioning and serves the needs of our students. Within the past 7 years, the metal working equipment has been ungraded and now includes 7 CNC machines. This is representative of what is currently used in industry.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, the instructor has requested new equipment for the Machine Shop. This has included a new CNC Lathe. It was delivered in Feb 2024 and put into service March 2024. It allowed students to participate in the commissioning, startup, and product run process.
3.21 How satisfied are students with their preparation for employment?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In

How is this student satisfaction information collected?	addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	Machine Tool Operations				
CIP Code	48.0501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41*	37	42	29	33
Number of Completers	14	17	15	21	8
Other (Please identify)	FY2019	FY2020	FY2021	FY2022	FY2023

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	*Note: The program data above contains information for Welding/Advanced Welding, Machine Tool Operations, and CNC Machine Operator Certificates combined. Program data was disaggregated by gender, race, socioeconomic status, age, and disability status. The disaggregated data show students are mostly male, ranging from 97.56%-78.79% of the years reviewed. Most of the students (65.52% - 86.49%) identify as white. The ratio of African American students rose slightly in FY20 (8.11%) and FY22(10.34%) but remained steady (2.44%-6.06%) in FY19 and FY23. Hispanic students remained at 0% of the programs, with the exception of FY19 (9.76%). The majority of students are under the age of 20, ranging from 48.78% - 69.05% throughout the five years. Students age 20-25 varied from 11.90% - 24.14%. In the past few years the number of students over age 25 has remained fairly steady with the exception of FY19 (31.71%) from 17.24% to 21.62%. During the five year span, the pell eligibility ratio has ranged from 17.24% to 42.42%. The majority of students (87.88% - 92.86%) do not require accommodations.
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are 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.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and under the age of 20.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of 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 Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing 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). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
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. Work with our College Express program, local high school and our industry partners 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 program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2024

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
Quality Inspector	C	19	15.0702	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• 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. • Students will apply knowledge of machine operations and principles to troubleshoot the following manufacturing systems: electrical, pneumatic, hydraulic, and mechanical.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's

	efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program has continued to grow and increase enrollments. The need to recruit non-traditional students was part of the 2019 program review.
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 included: • Dr. Carl Bridges: Provost • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor C. Bridges provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote 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.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

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 rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

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<tr><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</td></tr>
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2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in the traditional in person lecture and lab format on campus and hybrid courses containing both a in person component and an online portion. Success rates are by comparison similar.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.

	To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Quality Inspector program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. If the student completes both years of eligibility, the following courses could be completed: MFRG100 – Industrial Safety (OSHA 30 hour) MFRG160 – Machining I MFRG168 – CNC Set up and Operations DRAF162 – Technology in Advanced Manufacturing

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. There are currently 13 students enrolled in this program. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 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 instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.
3.8 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, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, National Institute of Metalworking Skills (NIMS). Students have the opportunity to ear 11 NIMS credentials, OSHA 10 and 30 Hour Safety Cards, and 2 Haas Basic CNC Operations credentials.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, many of our industry partners that participate in the Advisory board offer apprenticeship opportunities to our students.

3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Guardian West based in Urbana, IL is now sending students to DACC for training purposes.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
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?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness

	opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	Current technology is functioning and serves the needs of our students. Within the past 7 years, the metal working equipment has been ungraded and now includes 7 CNC machines. This is representative of what is currently used in industry.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, the instructor has requested new equipment for the Machine Shop. This has included a new CNC Lathe. It was delivered in Feb 2024 and put into service March 2024. It allowed students to participate in the commissioning, startup, and product run process.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work-based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	CNC Machine Tool Operator				
CIP Code	48.0510				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	6	6	1

Number of Completers	0	0	0	6	0
Other (Please identify)	FY2019	FY2020	FY2021	FY2022	FY2023
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Program data was disaggregated by gender, race, socioeconomic status, age, and disability status. This is a new program beginning in FY2021. The disaggregated data show students are mostly male, ranging from 83.33% - 100% of the years reviewed. Most of the students (66.67% - 100%) identify as white. The number of African American and Hispanic students remained at 0%. The majority of students are under the age of 20, from 66.67% throughout the five years. Students age 20-25 rose in FY23 to 100%. In the past few years the number of students over age 25 has been 16.67% in FY21 and FY22. During the five year span, the pell eligibility ratio has ranged from 16.67% in FY21 and FY22 to 100% in FY23. No students required accommodations in the past 3 years.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are 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.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and under the age of 20.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.				

Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of 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 Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing 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). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
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. Work with our College Express program, local high school and our industry partners

	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 program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2024

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
Welding, Advanced Welding	C	19, 16	48.0508	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will demonstrate an ability to set up machines for SMAW and be able to produce code quality weldments in all positions on plate steel and steel pipe. • Students will demonstrate an ability to set up machines for GTAW and be able to produce code quality weldments in all positions on steel plate, steel pipe, and aluminum. • Students will demonstrate an ability to set up machines for GMAW and be able to produce code quality weldments in all positions on steel plate and aluminum. • Students will develop effective interpersonal communication strategies appropriate to the workplace, including any regulatory guidelines within the industry. • Students will demonstrate safe work habits that reflect concern and care for self, others, and the environment.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program has continued to grow and increase enrollments. The need to recruit non-traditional students was part of the 2019 program review. This program has been expanded to offer dual credit opportunities to high schools with high non-traditional demographics.
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 included: • Dr. Carl Bridges: Provost • RJ Rowland: Welding Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor C. Bridges provided employment and institutional data. RJ Rowland provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote 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.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

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 rationale 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? Cite local and regional labor market information.	As of May 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030: • Welders, Cutters, Solderers, and Brazers – EDR2: +0.4% Illinois: +1.0% • Welding, Solder, Brazing Mach Set, Oper & Tenders – EDR2: -0.7%, Illinois: 0.0% *The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The annual growth above spans from 2020-2030.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
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?)	Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the welding program comes from positive experiences and word of mouth of former students. This program also participates in the College Express program to expose high school students to the industry. Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Provost, all division deans, student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Provost before submission to the ICCB/HLC.
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.	Yes, the course sequence was changed to more align with local needs.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-*	**Response**

<table>
<tr><td>effectiveness: https://www.iccb.org/academic_affairs/program-review/)</td><td></td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The primary costs to the institution associated with the Welding/Advanced Welding program include one full-time faculty salary and benefits package. Base salary/benefit costs for the full-time instructor is comparable to other CTE program instructors including Manufacturing, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.

The program is funded through general education funds, technology bonds and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development. Outside grant funding has been awarded for new training equipment.

The following table displays the net income percent for the Welding/Advanced Welding program for the last five years:

<table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2019</td><td>480</td><td>-70.6%</td></tr><tr><td>2020</td><td>484</td><td>-30.2%</td></tr><tr><td>2021</td><td>320</td><td>-51.5%</td></tr><tr><td>2022</td><td>328</td><td>-39%.0</td></tr><tr><td>2023</td><td>392</td><td>-14.6%</td></tr></table></td></tr>
<tr><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The college attempts to offset costs of the program through grant funds.</td></tr>
<tr><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</td></tr>
</table>

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in the traditional face to face format on campus. Delivery methods include lecture and lab components. No other delivery options are offered with this program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, RJ Rowland is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.

	To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Welding/Advanced Welding program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths include team/group activities in most courses, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. If the student completes both years of eligibility, the following courses could be completed: WELD101 – Blueprint Reading WELD170 – Cutting and Material Preparation WELD180 – Structural Welding WELD270 – Welding for Manufacturing WELD280 – Pipe Welding WELD290 – Advanced Pipe Welding

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 11 credit hours towards the degree if they are enrolled both junior and senior years. There are currently 9 students enrolled in this program. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Danville High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School The courses offered in the College Express program are chosen based on the course sequence of the certificate program. If a student completes a Communications elective and two Tech Math courses after completing the College Express program, that student will earn the Welding and Advanced Welding certificate.
3.7 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 instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work.
3.8 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, ASE).	Not at this time.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this	No

program? If so, please elaborate.	
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	NA
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.

3.17 What is the status of the current technology and equipment used for this program?	Current technology is functioning and serves the needs of our students but is slightly antiquated. The current faculty is in the process of revamping and obtaining newer equipment. As funds become available, we hope to continue to update and add equipment.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Currently, the faculty member is participating in a state-wide initiative "Welding Curriculum Alignment Project" that will hope to normalize all welding curriculums in Illinois Community Colleges.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is the replacement and upgrading of equipment. These costs are significant and cannot be done at one time. Therefore, this process is being done in stages over time.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	Welding/Advanced Welding				
CIP Code	48.0508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41*	37	42	29	33
Number of Completers	14	17	15	21	8

Other (Please identify)	FY2019	FY2020	FY2021	FY2022	FY2023
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	*Note: The program data above contains information for Welding/Advanced Welding, Machine Tool Operations, and CNC Machine Operator Certificates combined. Program data was disaggregated by gender, race, socioeconomic status, age, and disability status. The disaggregated data show students are mostly male, ranging from 97.56%-78.79% of the years reviewed. Most of the students (65.52% - 86.49%) identify as white. The ratio of African American students rose slightly in FY20 (8.11%) and FY22(10.34%) but remained steady (2.44%-6.06%) in FY19 and FY23. Hispanic students remained at 0% of the programs, with the exception of FY19 (9.76%). The majority of students are under the age of 20, ranging from 48.78% - 69.05% throughout the five years. Students age 20-25 varied from 11.90% - 24.14%. In the past few years the number of students over age 25 has remained fairly steady with the exception of FY19 (31.71%) from 17.24% to 21.62%. During the five year span, the pell eligibility ratio has ranged from 17.24% to 42.42%. The majority of students (87.88% - 92.86%) do not require accommodations.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are 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.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and under the age of 20.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.				
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.				

Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of 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.	Welding/Advanced Welding continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Welding 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). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
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. Work with our College Express program, local high school and our industry partners 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 program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	507
Discipline Area:	Physical 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?	Students will use proper symbolic expressions and arguments, relevant vocabulary, and appropriate support for claims. Students will solve complex problems using critical thinking skills and scientific reasoning. Students will demonstrate an appropriate level of competency in technology using laboratory equipment, computer, or calculator tools to complete laboratory assignments.
To what extent are these objectives being achieved?	Program objectives are being met as demonstrated by regular assessment of student homework, laboratory work, written exams, special projects, and the annual program review done by faculty. The annual program review collects data from the DACC General Education Rubrics and other assessment mechanisms. These tools are available on the DACC website at https://dacc.edu/assessment https://dacc.edu/dacc-data
How does this discipline contribute to other fields and the mission of the college?	Physical sciences are essential to all STEM fields, as well as to many other career and technical programs. Multiple other programs, including the medical imaging and the pre-engineering program, depend on the physical science courses as prerequisite courses to prepare them to be successful upon transferring or entering the workforce. In addition, these courses can also be used to fulfill science elective requirements for students needing it for their non-science degree, so these courses benefit many other students in the college, including majors like business and elementary education.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	We have continued to add and increase the number of different modalities to our physical science courses. Most courses, in addition to face-to-face, are offered online or in hybrid models to increase access to physical science education. While the delivery methods used in our courses are limited by the Illinois Articulation Initiative (IAI), we continue to find ways to meet IAI requirements and provide flexibility for our students. In addition, we have increased the number of chemistry and physics courses delivered through dual credit to increase access to college education and help fill some of the gaps in our local high school education. Similarly, we continue to increase the number of faculty participating in our tutoring center for mathematics and science as a way to help increase success rates in our courses.

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets; summarize the data to answer the questions completely. 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?	Many of our faculty members serve or have served on IAI panels and thereby keep abreast of the need for programmatic changes. Additionally, our DACC Transfer Articulation Coordinator works closely with IAI staff to ensure that DACC courses up for review are updated to meet IAI requirements and that changes required by IAI are made. The Chief Academic Officer (CAO), now Provost, all Academic Deans, and the Director of Institutional Effectiveness regularly attend conferences and meetings and engage in different community college organizations to remain current in developments in the various disciplines and larger academic community. At the end of each year, faculty and staff review their courses and materials to keep content current with the changing scientific fields. All changes must be submitted to the Division Office. Any significant change is then submitted to our curriculum committee for approval and guidance on any needed steps to implement the changes and comply with ICCB requirements.

1.2 How will students be informed or recruited for this discipline?	Recruitment happens mostly through our Recruitment Coordinator. The Coordinator schedules and conducts school visits and brings students to campus to learn about our offering. Division faculty and staff, as well as the division dean, often participate in this event. Faculty often bring tables with demonstrations to spark students' interest in physical sciences. The Engineering Coordinator and Physical Science Faculty work on creating marketing materials for physical sciences and engineering courses. Most of our course information is shared with the college faculty and staff through different meetings, including in-service and pre-registration meetings. Students are informed about our courses through school visits, tours, course descriptions, counseling and advising services, curriculum guides, the college catalog, orientations, mandatory advisement, degree audits, and campus tours for local high school students.
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?	N/A
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	18 courses: 6 chemistry courses and 12 physics courses. Chemistry 101 had the largest enrollment for the five year period. Physics 142 had the largest enrollment.
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?)	Faculty salaries and benefits, supplies, conferences, field trips. Full-time faculty: Chemistry: 2 Physics and Math: 4 The operational costs for these courses is relatively low, as most of the equipment used in these courses is reusable (outside the chemicals).
2.2 What steps can be taken to offer curricula more cost-effectively?	The use of simulation and other technological advances have allowed us to streamline our offerings. However, there are limits on how much we can offer online versus face-to-face.
2.3 Is there a need for additional resources?	No.

Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods for this discipline? (e.g., online, flexible-scheduling, accelerated, team teaching, etc.)?	Online, face-to-face, 12 weeks, 8 weeks, night classes, and web-hybrid.
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?	The Office of Institutional Effectiveness collects and analyzes data for all formats. Data is shared with the division dean and faculty leads. This data is taken into consideration when creating schedules for upcoming semesters.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time instructors undergo annual performance review by the Division Dean, and the part-time instructors undergo review each semester by either the Department Dean or the Lead Instructor.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	The college provides faculty with several professional development opportunities all year-around. Each semester begins with 2 days of in-service. The second day is focused on assessment and best practices training for faculty. Additionally, DACC hosts a teaching and learning academy which offers virtual, conference training and resources throughout the academic year. Finally, the college allocates a budget line to each division to encourage faculty to attend professional development opportunities outside the college.
3.5 How many faculty have been actively involved in IAI panel reviews for courses in this discipline over the last review period?	3 Alan Thompson, Quan Chen, and Amy Nicely.
3.6 How does the discipline identify and support “at-risk” students?	Most courses conduct an initial skills review in the first week of classes. This review often assesses student’s readiness to take the course. This assessment is often coupled with personal conferences with their instructor. During the conference, the faculty discusses a study plan with the student, which often involves the use of additional resources such as the tutoring center, among others. Multiple evaluations are provided to measure student progress throughout the semester, and faculty often perform transcript reviews of current students. Students are supported by TRIO, the MASS tutoring center, and various programs provided through Student Services.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Science degrees require multiple physical science courses. We continually compare the needs of these programs to the instruction and material provided in the foundation courses. In addition, the general elective science courses are commonly taken by many students throughout the college.

3.8 What does the discipline or department review when developing or modifying curriculum?	Requirements from IAI, ICCB, HLC, curriculum from 4-year schools, student success rates and reviews of educational methods.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The Dean raises awareness of the issue and provides data to the faculty to evaluate the effectiveness of the course. Depending on the relevance of the course relative to current program offerings, the concern may be addressed via individual faculty or a Physical Science curricula meeting. In the case of a curricula meeting, instructors will meet to discuss changes and improvements to address these issues and establish a mechanism to assess the effectiveness of the changes. For example, the creation of a hybrid course could address student schedule needs to improve low retention/success. Adjustments to the type of delivery or resources the course utilizes or time spent on complex or key topics have also been made to courses.
3.10 How does the college determine student success in this discipline?	Passing rate with a C or better.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the discipline.
NA

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	CHEM 100
Course Title	Introduction to Chemistry
Course Description	A one-semester introductory course in basic concepts and language of chemistry for the non-science major. Fundamentals of inorganic and organic chemistry with applications to everyday life. Face-to-

	Face class meets for 3 hours of lecture and 2 hours of lab per week. Hybrid course is taught with an online lecture and meets 3 hours per week--2 hours for lab and an hour for questions and testing. Lectures for the Hybrid sections use the same slides as the Face-to-Face course with a lecture recorded over it. Notes A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	36	43	48	32	36
Credit Hours Produced	144	172	192	128	144
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.22	65.12	65.58	75.00	83.33
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1902L	P1902L	P1902L	P1902L	P1902L
How does the data support the course goals? Elaborate.	The success rate for this course is consistent with what is expected of the students. Course goals require students to learn the use of basic chemistry principles as they apply to the laboratory and everyday life.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	The student sub-population with the lowest success rates were Black students (50% success rate), as compared to other sub-populations that had success rates in the upper-60% to the mid-80%. While this is true in CHEM 100, it also is seen in college-wide data and is an area of focus for improvement. In this course the rate is somewhat exaggerated due to the lower number of Black students that took the course. As a result, any gap is amplified.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. This class has undergone a major revision to its structure in the past two years and now has a mastery-based grading system in place. Homework assignments are going to be revised to include more review questions.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The mastery-based grading gives students more opportunities to practice and demonstrate mastery of the essential topics. Historically, once a student falls behind in this class it has been very difficult to catch up again because topics build on each other. With extra study support, these students now have a path to learn those foundational topics and receive credit for them regardless of whether it was the first attempt or late in the semester. Success rates have increased each year since the implementation of this new system. The upcoming homework changes will be made to draw connections between early topics and the new material in each unit and to keep essential skills fresh for all students in the class.
Resources Needed	None are currently required.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	CHEM 101				
Course Title	General Chemistry I				
Course Description	The first semester of a two-semester sequence in College Chemistry for students in science and engineering. The topics include principles of atomic structure, bonding, stoichiometry, chemical equations, ideal gas laws, solutions and colloids, and oxidation-reduction. Class meets for 3 hours of lecture and 3 hours of lab per week. Prerequisites: Place into MATH 111; CHEM 100 or its equivalent is recommended but not required. The hybrid course uses recorded lectures mirroring the face-to-face section and meets for an hour each week and 3 hours of lab per week. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: CHM 911 and P1 902L, but this course may satisfy requirements for other courses including: P1 902L, EGR 961, BIO 906, CLS 906, NUR 906.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	78	58	55	43	47
Credit Hours Produced	312	232	220	172	188

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	55.13	62.07	69.09	69.77	74.47
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1902L	P1902L	P1902L	P1902L	P1902L
How does the data support the course goals? Elaborate.	The data shows that students are completing this course with pass rates rising over the last five years. CHEM102 data illustrates that students taking this course have been prepared to move onto CHEM 102 or take higher level science lab courses.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	As seen in CHEM 100 and college-wide, the success rates of the Black student sub-population was lowest of the areas reviewed. For CHEM 101 the Black student success rate was 58%, with all other areas being higher than 68%. Hispanic was 57% and Pell students 54%.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Other modes of teaching were developed for CHEM 101, such as a web-hybrid. The hybrid course is being developed primarily for nontraditional students who are enrolled in the engineering program. They will be able to complete all of the coursework for the degree online and come to campus just for the lab components.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs. DACC also recently hired a part-time instructor to provide more sections with different scheduling options.				
Resources Needed	Other than updating any needed lab equipment, no resources are required at this time.				
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans				

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	CHEM 102				
Course Title	General Chemistry II				
Course Description	This is the second semester of a two-semester sequence in College Chemistry for students in science and engineering. The topics include descriptive chemistry of the metals and nonmetals, coordination complexes, qualitative analysis, kinetics, ionic equilibrium, solubility product and organic chemistry. Class meets for 3 hours lecture and 3 hours lab per week. Prerequisites: CHEM 101 (with a C or better). Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: CHM 912 but this course may satisfy requirements for other courses including: BIO 907, NUR 907, EGR 962.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	25	30	14	24
Credit Hours Produced	108	100	120	56	96
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.78	84.00	76.67	85.71	83.33
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CHM912	CHM912	CHM912	CHM912	CHM912
How does the data support the course goals? Elaborate.	Students are expected to take their knowledge from CHEM 101 and apply it to more complex areas of chemistry. Based on the success rates, students are achieving at an even higher level in CHEM 102. Often this success is due to the type of student needing CHEM 102, as well as students being familiar with how to appropriately study for the course.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	The lowest success rates for this course are from the Black (77%) sub-populations. In CHEM 101 the lowest gap was for the Black sub-population, which shows that if the student was able to achieve in CHEM 101, they were more likely to pass CHEM 102. The gap in the Hispanic population does not follow college-wide trends and indicates an area of improvement from the last program review.				

Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. A hybrid modality is being developed. The hybrid course is being developed primarily for nontraditional students who are enrolled in the engineering program. They will be able to complete all of the coursework for the degree online and come to campus just for the lab components.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students in CHEM 102 are succeeding at an expected rate. The course success rates reflect general trends across campus, with the exception of the Hispanic sub-population. As there are several tutoring resources on campus, students can be referred to those when necessary. Any other gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.
Resources Needed	Other than updating any needed lab equipment, no resources are required at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	CHEM 105				
Course Title	Intro to Forensic Chemistry				
Course Description	Students will examine the influence of chemistry on society through the study of contemporary issues, with an emphasis on forensic chemistry. Students will be introduced to chemical, biochemical, and microscopy principles associated with analyzing organic and inorganic substances including fingerprints, soil, blood, DNA, hair, drugs, toxins, fibers, and glass. The course meets for 3 hours of lecture and 2 hours of lab per week.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	4	3	8	5
Credit Hours Produced	40	16	12	32	20

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.00	100.00	66.67	75.00	80.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1903L	P1903L	P1903L	P1903L	P1903L
How does the data support the course goals? Elaborate.	The data are showing that the majority of students are successfully completing this course at an expected level.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Male (55%), Black (60%), and Hispanic (40%) are the subgroups with lower success rates.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No planned changes for this course exist. Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students in CHEM 105 are succeeding at an expected rate. Students are achieving at an appropriate level. The course success rates reflect general trends across campus. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.				
Resources Needed	Other than updating any needed lab equipment, no resources are required at this time.				
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans				

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	CHEM 133

Course Title	Organic Chemistry I				
Course Description	This course is the first semester of a two-semester sequence in Organic Chemistry for students pursuing chemistry, biochemistry, medical or engineering professions. Topics covered are meant to build basic skills and knowledge in nomenclature, functional groups, molecular structure and analysis, reactivity and synthesis. Laboratory is required and covers the general techniques needed in organic synthesis and spectroscopic analysis methods. 3 lecture hours, 4 lab hours. Prerequisites: CHEM 102. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: CHM 913. This course may satisfy requirements for other courses including: EGR 963 BIO 908 NUR 908.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	7	5	1	4
Credit Hours Produced	15	35	25	5	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67	85.71	100.00	100.00	75.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CHM913	CHM913	CHM913	CHM913	CHM913
How does the data support the course goals? Elaborate.	In general, students are maintaining a high level of achievement. For the most part, students taking this course are well-prepared for the high demands of organic chemistry. The high success rates are also due to the low numbers of students in the course, which means they have a larger amount of individualized teaching and an easier time at identifying issues in their understanding. As a result of the instructor-to-student ratio and type of student, it is expected that students taking this course succeed at a high level.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	No gaps; however black students have 0% enrollment.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future	Student success in this course is higher than expected. Often this is due to the type of student taking this course. As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by				

based on this review with a timeline and/or anticipated dates.	pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. If the need for more sections or alternative delivery methods arises, then instructors will shift their focus to providing what is necessary to meet student needs. Currently, there does not appear to be a need for more course offerings.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This is a highly specialized course, as it is only taken by students that are transferring as a science major, pre-med, pre-pharmacy, etc. As a result, its offerings are highly dependent on student need. This also skews any data from the course. However, in the last several years the student enrollment increased due to awareness that this course is offered. Students taking CHEM 102 are encouraged by the instructors to take CHEM 133 at DACC if it is needed for their transfer degree. If the need for more course offerings arises, then instructors will develop what is necessary. Currently, there does not appear to be a need.
Resources Needed	Other than usual course supplies, there are not any needed resources at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	CHEM 134				
Course Title	Organic Chemistry II				
Course Description	This course is the second of a two-semester sequence in Organic Chemistry for students pursuing chemistry, biochemistry, medical or engineering professions. Topics covered include nomenclature, molecular structure, reactivity and synthesis, with some extra emphasis on spectroscopy and applications to biological chemical reactions. Laboratory is required and offers more complex reactions than CHEM 133 through the use of more sensitive reagents and multi-step reactions. Course consists of 3 lecture hours and 4 lab hours. Prerequisites: CHEM 133 with a C or better. [T] IAI: CHM 914				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	4	3	1	0
Credit Hours Produced	10	20	15	5	0

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00	100.00	100.00	100.00	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	CHM914	CHM914	CHM914	CHM914	CHM914
How does the data support the course goals? Elaborate.	In general, students are maintaining a high level of achievement. For the most part, students taking this course are well-prepared for the high demands of organic chemistry. The high success rates are also due to the low numbers of students in the course, which means they have a larger amount of individualized teaching and an easier time at identifying issues in their understanding. As a result of the instructor-to-student ratio and type of student, it is expected that students taking this course succeed at a high level.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Mirrors the pattern for CHEM 133 the prerequisite course.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Maintaining students' awareness of the fact that CHEM 134 is offered at DACC is important. Advisers and instructors will continue to work together to help students plan their course work for transfer. As always, general review of the course is done by the instructor to keep the course current in terms of scientific advancements and best teaching practices.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This is a highly specialized course, as it is only taken by students that are transferring as a science major, pre-med, pre-pharmacy, etc. As a result, its offerings are highly dependent on student need. This also skews any data from the course. Usually only half of the students taking CHEM 133 need CHEM 134 for their major, which is why the enrollment is usually about half of that of CHEM 133. If the need for more course offerings arises, then instructors will develop what is necessary. Currently, there does not appear to be a need for more course offerings.				

Resources Needed	Other than usual course supplies, there are not any needed resources at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 100				
Course Title	Physics & Society				
Course Description	This course examines the influence and significance of physics on society. It introduces basic concepts of physics and their relationship to environmental and health issues such as energy production, energy shortages, pollution, climate change, nuclear waste management, nuclear weapons testing, applications of radiation and other applications of physics to everyday life. Place into ENGL-101 and MATH107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	5
Credit Hours Produced	0	0	0	0	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1 901	P1 901	P1 901	P1 901	P1 901
How does the data support the course goals? Elaborate.	This course was developed recently to offer a physics course that applied conceptual concepts to societal issues rather than a mathematical based course.				
What disaggregated data was reviewed?	All students were successful in the course.				
Were there identifiable gaps in the data? Please explain.	NA				
Academic Course Review Results					

Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Instructor intends to add demonstrations for hands on experience and PHET simulations to enhanced student understanding of variable dependence. Even though the course is not a lab course, student assessments have indicated a need for hands on experiences. Additionally, critical thinking assessments have shown students struggle with variable dependence.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are surveyed at the end of the semester for suggestions of improvement. Students have suggested that hands-on activities would help the course even though it is not intended as a lab course.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 101				
Course Title	Physics-Mechanics/Heat				
Course Description	PHYS 101 is the first semester of a two-semester course in introductory physics for science majors/health career students which discusses kinematics, forces, energy and heat. The class meets for four one-hour lecture periods and 2 one two-hour labs each week. Prerequisites: Placement into MATH 120 (Calculus & Analytic Geometry) with approved and documented math placement test scores or by completing MATH 111 (College Algebra) and MATH 114 (Trigonometry) with a grade of C or better. Notes: A lab is required for this course. [T] IAI: P1 900L				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	6	6	0	2

Credit Hours Produced	15	30	30	0	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67	83.33	100.00	0	100.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1900L	P1900L	P1900L	P1900L	P1900L
How does the data support the course goals? Elaborate.	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors will continue to work together to help students plan their course work for transfer.				
What disaggregated data was reviewed?	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.				
Were there identifiable gaps in the data? Please explain.	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. In general, students are keep maintaining a high level of their achievement. With that said, pell student success rates are 14% below no pell.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Due to the local demographic profiles the enrollment for up-level STEM class is very low. Some nontraditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: (1) Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. (2) Class web site with notes, lecture videos and other extensive materials has been created for those students who				

	have to skip classes every once a while. (3) The open admission policy of community colleges requires this kinds of flexibility and the small class size makes the flexibility possible. Instructor plans to add links in the learning management system for demonstration lab videos and simulation based on labs for pre-lab work.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Every year, the department revises courses syllabi and course outlines. These reviews were taken on: (1) to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, (2) to better align with the "after transferring" studies based on alumni experiences within their work force.
Resources Needed	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 102				
Course Title	Physics-Wave Motion/Electricity/Optics				
Course Description	PHYS 102 is the second semester of a two-semester course in introductory physics for science majors/health career students. The topics covered are: Wave Motion, Electric Charge, Electric Current, Magnetism, Optics, the Nucleus and Quantum Physics. The class meets for four one-hour lecture periods each week and two one two-hour lab. Prerequisites: PHYS 101 (Physics-Mechanics/Heat) with a C or better. Notes: A lab is required for this course. [T] IAI: MTM 902				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	4	3	0	2
Credit Hours Produced	0	20	15	0	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	75.00	66.67	0.	100.00

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1901L	P1901L	P1901L	P1901L	P1901L
How does the data support the course goals? Elaborate.	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors will continue to work together to help students plan their course work for transfer.				
What disaggregated data was reviewed?	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.				
Were there identifiable gaps in the data? Please explain.	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. In general, students are keep maintaining a high level of their achievement. With that said, male students performed 20% higher than female students.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Due to the local demographic profiles the enrollment for up-level STEM class is very low. Some nontraditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: (1) Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. (2) Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. (3) The open admission policy of community colleges requires this kind of flexibility and the small class size makes the flexibility possible.				

	Instructor plans to add links in the learning management system for demonstration lab videos and simulation based on labs for pre-lab work.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Every year, the department revises courses syllabi and course outlines. These reviews were taken on: (1) to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, (2) to better align with the "after transferring" studies based on alumni experiences within their work force.
Resources Needed	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 106				
Course Title	Physics - Mechanics				
Course Description	An introduction for engineering, physics, mathematics, and chemistry students to kinematics, forces, energy, and circular motion. The class consists of lecture, demonstrations, and laboratory. Class meets for 4 hours of lecture and 2 hours of lab per week. Notes A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: P2 900L EGR 911 MTH 921				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	12	10	2	5
Credit Hours Produced	24	48	40	8	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33	83.33	90.00	100.00	100.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P2900L	P2900L	P2900L	P2900L	P2900L
How does the data support the course goals? Elaborate.	Success rates for PHYS 106 have varied considerably over the past 5 years. One possible reason for this is that class numbers have				

	dropped so that the student to teacher ratio has worked in the students favor. Students are exposed to much more one on one interaction with teachers.
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students
Were there identifiable gaps in the data? Please explain.	Success rates for Female students (100%) and for Black students (100%) are much higher than for Male students (83%) and White Students (87%). However, enrollment for both Female and Black students are significantly lower than the other groups.
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No major plans for changes are in existence. As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students in PHYS 106 are succeeding at an expected rate. Students are achieving at an appropriate level. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 107				
Course Title	Physics - Heat/Magnetism				
Course Description	PHYS107 is the second course in a three-semester introductory physics sequence for the engineering and science student. The typical student enrolling in this course will later transfer to a four-year college or university to continue their studies toward a baccalaureate degree in a scientific field. Notes A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: EGR 912 PHY 912				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	3	2	4	4	0
Credit Hours Produced	12	8	16	16	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00	100.00	100.00	50.00	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PHY912	PHY912	PHY912	PHY912	PHY912
How does the data support the course goals? Elaborate.	Success rates have been high except for 2022. Small sample size may exaggerate the effect.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Gaps mirror those of PHYS106. Black, Hispanic and female enrollment is low.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No plans for changes are in existence. Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students in PHYS 107 are succeeding at an expected rate. Students are achieving at an appropriate level. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.				
Resources Needed	None				
Responsibility Who is responsible for completing or implementing the modifications?	Full time faculty and Deans				

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

Academic Discipline Area	PHYS 108				
Course Title	Physics-Wave Motion/Optics/Modern Physics				
Course Description	The third semester of the three-semester introductory physics sequence for the engineering and science students. The typical student in this course will transfer to a four-year university for a degree in engineering or technology. 3 lecture hours, 2 lab hours.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	0	4	2	0
Credit Hours Produced	12	0	16	8	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00	0	100.00	100.00	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PHYS913	PHYS913	PHYS913	PHYS913	PHYS913
How does the data support the course goals? Elaborate.	PHYS 108 has enjoyed a 100% pass rate for the past five years. Students are very successful in meeting the course goals. This is largely a result of the fact that PHYS 108 is the third in a three course sequence, so in general only students who have already (twice) demonstrated the ability and desire to be successful in calculus based physics enter PHYS 108. However, with no failures in the past five years, there are no identifiable concerns.				
What disaggregated data was reviewed?	N/A: No failures, so all groups possible for cross-cuts would have the same 100% pass rate.				
Were there identifiable gaps in the data? Please explain.	No.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Low enrollment remains a significant concern, but we are attempting to address this by increasing enrollment in earlier physics classes. Department Dean and program faculty works directly to the recruiting officer and dual credit advisor to increase awareness of the program courses.				
Rationale Provide a brief summary of the review findings and a	Increasing enrollment in earlier physics classes might increase enrollment in this course. With a 100% pass rate across all				

rationale for any future modifications.	demographics, it seems prudent to continue most aspects of the course as they already are.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 141				
Course Title	Physical Science I				
Course Description	This course emphasizes fundamental principles in the fields of physics and chemistry, the importance of these principles, and their influence on modern life. PHYS 141 is for the non-science major. Class meets 5 hours per week and is primarily a lecture-based course with 1 lab weekly. Notes A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab.[T] IAI: P9 900L				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	37	31	39	35	37
Credit Hours Produced	148	124	156	140	148
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.38	87.10	66.67	74.29	72.97
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P9900L	P9900L	P9900L	P9900L	P9900L
How does the data support the course goals? Elaborate.	Success rates for PHYS 141 are good.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				

Were there identifiable gaps in the data? Please explain.	Black students (56%) and Pell students (69%) have lower success rates than other populations.
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. PHYS 141 has incorporate Blackboard as a way to communicate assignments, solutions to problem sets and laboratory activities. Assignments address variable dependence will be added based on assessments in RDTC103 (a feeder course). An online-hybrid section is being developed. The hybrid section of this class has been needed to accommodate students work schedules. Although labs will be in person, the lecture component will allow an option that is flexible for students.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	All groups are showing success rates of approximately 70% and above.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	PHYS 142
Course Title	Physical Science II
Course Description	PHYS 142 is an introductory course in geology, meteorology and astronomy. Emphasis is placed on the basic concepts of these sciences for a better understanding of the earth, atmosphere, and the universe. The course is taught using active and cooperative learning techniques. Students will be expected to work in teams to produce several projects. For non-science majors. Class meets for 3 hours of lecture and 2 hours of lab per week.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	60	62	37	59	84
Credit Hours Produced	240	248	148	236	336
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.33	35.48	89.19	89.83	82.14
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P9900L	P9900L	P9900L	P9900L	P9900L
How does the data support the course goals? Elaborate.	PHYS 142 is intended to be a science elective for non-science majors. The goal is to make science interesting and accessible without requiring a significant background in mathematics, physics, or chemistry. With a success rates quite high except for 2020, it appears that overall this goal is being met.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Hispanic students' success rates are 8% below Black students (72%) which is 7 points below other student populations.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. No major changes are planned as students are successful. The online instructor plans to rework the structure of the blackboard shell to include quick links to assignments. Student assessments have indicated the students appreciate the unit design but would prefer quick links to assignments.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	With no college courses as prerequisites for this course, the biggest issue with student success is general college issues, not course specific issues. For instance, some students are not prepared for the expectations of a college course vs. a high school course.				
Resources Needed	None				

Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 143				
Course Title	Introduction to Astronomy				
Course Description	This course is a one-semester college level course in introductory astronomy. The course explores a broad range of astronomy topics, concepts, and principles, and presents information in four major areas: the night sky, the life cycle of stars, the universe of galaxies, the history of the universe, and the origin, characteristics, and evolution of the solar system. Throughout the course, special emphasis is placed on the scientific evidence that astronomers use to support their conclusions, and how astronomers have come to know what they know about the universe. Presentations via CD-ROM feature leading practitioners, theoreticians, and academics in the fields of astronomy, planetary science, and astrophysics, who describe and explain celestial objects and events. Also presented via CD-ROM You-Tube, NASA links are scientifically accurate three-dimensional animations and computer graphics, as well as inclusion of the latest images from NASA, JPL, Earth-based telescopes, space observatories, and the Hubble Space Telescope.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	99	98	90	55	73
Credit Hours Produced	297	294	270	165	219
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.72	73.47	75.56	78.18	86.30
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	P1906	P1906	P1906	P1906	P1906
How does the data support the course goals? Elaborate.	Success rates for PHYS 143 are in the mid 70% range. Students enrolling in the course are usually successful. No difference is evident between low-income students and other students. This is significant because				

	PHYS 143 is an online course and technology to access the course does not appear to be a barrier.
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students
Were there identifiable gaps in the data? Please explain.	Black students showed lower success rates as a whole as compared to White and Hispanic students.
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Instructor plans to update the learning management system to include instructor recorded lectures. Currently the course requires students to interact with the material solely by reading the text. Lectures will emphasize and expand on important information.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Success rates are good.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	PHYS 152
Course Title	Applied Mechanics-Statics
Course Description	This course includes the fundamental concepts of Newtonian mechanics to the statics of particles and rigid bodies in two dimensional and three dimensional space. It covers mathematical analysis of forces and their equilibrium in structural members and forces due to friction; calculation at center of gravity, centers of pressure and moments of inertia; study of virtual work for systems. The free body diagram approach and vector

	analysis methods are used. Class meets 3 lecture hours per week. Prerequisites: PHYS 106 (Physics-Mechanics). [T] IAI: EGR 942				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	4	1	1
Credit Hours Produced	3	3	12	3	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.00	100.00	100.00	100.00	100.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EGR 942	EGR 942	EGR 942	EGR 942	EGR 942
How does the data support the course goals? Elaborate.	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors will continue to work together to help students plan their course work for transfer.				
What disaggregated data was reviewed?	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.				
Were there identifiable gaps in the data? Please explain.	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. This year's student's survey shows that the curriculum was implemented successfully. This is in line with the goals of the program. In general, students are maintaining a high level of their achievement. Unfortunately, enrollment by black students is non-existent.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the				

completed in the future based on this review with a timeline and/or anticipated dates.	Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Due to the local demographic profiles, which are out of the instructor's control, the enrollment for up-level STEM class is very low. Some non-traditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: **(1)** Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. **(2)** Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. **(3)** The open admission policy of community colleges requires this kind of flexibility and the small class size makes the flexibility possible. Instructor plans to reorganize the blackboard shell and make sure all the important class materials are on top of the webpage. In the era of information explosion, the Internet is full of all kinds of information. As a technology assessment, some of my student(s) do not have the time or ability to find useful information quickly. A few of them even cannot find their final exam schedule on DACC website. Also, many students use their phones to access the blackboard. If all the information is on top of the web site, students can avoid scrolling down again and again to access the most important class materials.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	DACC engineering program is an extremely small program. Every year, the department revises courses syllabi and course outlines. These reviews was taken on: **(1)** to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, **(2)** to better align with the "after transferring" studies based on alumni experiences within their work force, **(3)** to better align with the real world engineering society.
Resources Needed	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

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

Academic Discipline Area	PHYS 211				
Course Title	Applied Mechanics-Dynamics				
Course Description	Applied mechanics is primarily a course in solving problems involving dynamics. The majority of the time is spent on the theoretical analysis of the kinetics of particles and rigid bodies involving force, mass, acceleration, energy, momentum, and impulse, as well as the kinematics of a system of particles and rigid bodies. This theoretical analysis is the solid foundation for students to develop the ability to analyze engineering problems in a logical manner. Applied mechanics is very important for students in their subsequent study in engineering disciplines and in their future practical engineering applications. Class meets 3 lecture hours per week. Prerequisites: PHYS 152 (Applied Mechanics-Statics) and MATH 130 (Calculus & Analytic Geometry II). [T] IAI: EGR 943				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	4	0	1
Credit Hours Produced	0	0	12	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	100.00	0	100.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EGR943	EGR943	EGR943	EGR943	EGR943
How does the data support the course goals? Elaborate.	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors will continue to work together to help students plan their course work for transfer				
What disaggregated data was reviewed?	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy				

Were there identifiable gaps in the data? Please explain.	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. This year's student's survey shows that the curriculum was implemented successfully. This is in line with the goals of the program. In general, students are keep maintaining a high level of their achievement. Unfortunately, enrollment by black students is non-existent.
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Due to the local demographic profiles, which are out of the instructor's control, the enrollment for up-level STEM class is very low. Some non-traditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: **(1)** Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. **(2)** Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. **(3)** The open admission policy of community colleges requires this kind of flexibility and the small class size makes the flexibility possible. Instructor plans to reorganize the blackboard shell and make sure all the important class materials are on top of the webpage. In the era of information explosion, the Internet is full of all kinds of information. As a technology assessment, some of my student(s) do not have the time or ability to find useful information quickly. A few of them even cannot find their final exam schedule on DACC website. Also, many students use their phones to access the blackboard. If all the information is on top of the web site, students can avoid scrolling down again and again to access the most important class materials.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	DACC engineering program is an extremely small program. Every year, the department revises courses syllabi and course outlines. These reviews was taken on: **(1)** to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, **(2)** to better align with the "after transferring" studies based on alumni experiences within

	their work force, **(3)** to better align with the real world engineering society.
Resources Needed	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	PHYS 235				
Course Title	Introduction to Circuit Analysis				
Course Description	PHYS 235 Electrical Circuit Analysis (Every other Spring) 4 hours Includes techniques of linear circuit analysis in the time and frequency domain using Kirchhoff's Laws, network analysis methods, Thevenin and Norton equivalent circuits and phasor notation. Students are introduced to computer-aided circuit design using PC-based software tools (such as SPICE). Class meets for 3 hours of lecture and 2 hours of lab per week. Should be taken concurrently with MATH 211. Prerequisites: Should be taken concurrently with MATH 211 or consent of instructor. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: EGR 931L				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EGR931L	INACTIVE	INACTIVE	INACTIVE	INACTIVE
How does the data support the course goals? Elaborate.	Students enrolled in the course successfully completed the course when it was offered.				

What disaggregated data was reviewed?	NA
Were there identifiable gaps in the data? Please explain.	This is a lower enrollment course to do the highly specialized nature of the course.
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None at this time since the course is not currently being offered.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	507
Discipline Area:	Life 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?	Students will be able to apply the scientific method to course related problems. Students will be able to demonstrate the ability to use and maintain scientific/course specific equipment. Students will be able to draw evidence based conclusions using scientific language. Students will be able to form an appropriate hypothesis.
To what extent are these objectives being achieved?	Program objectives are being met as demonstrated by lab reports, lab practical, written exams, oral presentations, and annual program review. The annual program review collects data from the DACC General Education Rubrics and other assessment mechanisms. These tools are available on the DACC website at https://dacc.edu/assessment https://dacc.edu/dacc-data

How does this discipline contribute to other fields and the mission of the college?	Life sciences are essential to all STEM fields and many career and technical programs. Multiple other programs, including medical imaging, health information technology, Nursing, CNA, and other health-allied programs, depend on our life science courses as prerequisite courses and/or program courses to prepare them to be successful upon transferring or entering the workforce. In addition, these courses can also be used to fulfill science elective requirements for students needing it for their non-science degree, so these courses benefit many other students in the college, including things like business, elementary education, and many others.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	We have continued to add and increase the number of different modalities to our life science courses. We are currently adding a Hy-Flex classroom, and exploring the possibility of adding a Hy-Flex lab for our general biology and microbiology courses. Most courses, in addition to face-to-face, are offered online or in hybrid models to increase access to life science education. While the delivery methods used in our courses are limited by the Illinois Articulation Initiative (IAI), we continue to find ways to meet IAI requirements and provide flexibility for our students. In addition, we have increased the number of biology courses delivered through dual credit to increase access to college education and help fill some of the gaps in our local high school education. Similarly, we continue to increase the number of faculty participating in our tutoring center as a way to help increase success rates in our courses.

Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets; summarize the data to answer the questions completely. 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?	Many of our faculty members serve or have served on IAI panels and thereby keep abreast of the need for programmatic changes. Additionally, our DACC Transfer Articulation Coordinator works closely with IAI staff to ensure that DACC courses up for review are updated to meet IAI requirements and that changes required by IAI are made. The Chief Academic Officer (CAO), now Provost, all Academic Deans, and the Director of Institutional Effectiveness regularly attend conferences and meetings and engage in different community college organizations to remain current in developments in the various disciplines and larger academic community. At the end of each year, faculty and staff review their courses and materials to keep content current with the changing scientific fields. All changes must be submitted to the Division Office. Any significant change is then submitted to our curriculum committee for approval and guidance on any needed steps to implement the changes and comply with ICCB requirements.
1.2 How will students be informed or recruited for this discipline?	Recruitment happens mostly through our Recruitment Coordinator. The Coordinator schedules and conducts school visits and brings students to campus to learn about our offering. Division faculty and staff, as well as the division dean, often participate in this event. Faculty often bring tables with demonstrations to spark students' interest in life sciences. Many of our allied health program directors work together to promote our life science courses, as many of them are used as pre-requisites for their programs. Most of our course information is shared with the college faculty and staff through different meetings, including in-service and pre-registration meetings. Students are informed about our courses through school visits, tours, course descriptions, counseling and advising services, curriculum guides, the college catalog, orientations, mandatory advisement, degree audits, and campus tours for local high school students. AP faculty host annual tours of the facility for local high school field trips.

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?	N/A
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	12 courses: 11 Biology courses and 1 GCSI. Biology 136/137 (anatomy and physiology) and Biology 140 (microbiology) had the largest enrollment for the five year period.
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?)	Faculty salaries and benefits, supplies, conferences, field trips. Full-time faculty: Biology: 4 The operational costs for these courses is relatively low, as most of the equipment used in these courses is reusable (outside the chemicals, etc.).
2.2 What steps can be taken to offer curricula more cost-effectively?	The use of simulation and other technological advances have allowed us to streamline our offerings. However, there are limits on how much we can offer online versus face-to-face.
2.3 Is there a need for additional resources?	No.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods for this discipline? (e.g., online, flexible-scheduling, accelerated, team teaching, etc.)?	Online, face-to-face, 8 weeks, night classes, web-hybrid, and Hy-Flex this fall.

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?	The Office of Institutional Effectiveness collects and analyzes data for all formats. Data is shared with the division dean and faculty leads. This data is taken into consideration when creating schedules for upcoming semesters.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time instructors undergo annual performance review by the Division Dean, and the part-time instructors undergo review each semester by either the Department Dean or the Lead Instructor.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	The college provides faculty with several professional development opportunities all year-around. Each semester begins with 2 days of in-service. The second day is focused on assessment and best practices training for faculty. Additionally, DACC hosts a teaching and learning academy which offers virtual, conference training and resources throughout the academic year. Finally, the college allocates a budget line to each division to encourage faculty to attend professional development opportunities outside the college.
3.5 How many faculty have been actively involved in IAI panel reviews for courses in this discipline over the last review period?	None during the program review. Stephanie Loveless served on an IAI panel approximately 8 years ago.
3.6 How does the discipline identify and support “at-risk” students?	Most courses conduct an initial skills review in the first week of classes. This review often assesses student’s readiness to take the course. This assessment is often coupled with personal conferences with their instructor. During the conference, the faculty discusses a study plan with the student, which often involves the use of additional resources such as the tutoring center, among others. Multiple evaluations are provided to measure student progress throughout the semester, and faculty often perform transcript reviews of current students. Students are supported by TRIO, the MASS tutoring center, and various programs provided through Student Services.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Life Science is required for most degrees and certificates at DACC, and is integrated directly into the college’s nursing program, HIT and Rad Tech.
3.8 What does the discipline or department review when developing or modifying curriculum?	Requirements from IAI, ICCB, HLC, and curriculum from 4-year schools, students’ success rates, and educational methods review.

3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The Dean raises awareness of the issue and provides data to the faculty to evaluate the effectiveness of the course. Depending on the relevance of the course relative to current program offerings, the concern may be addressed via individual faculty or a Life Science curricula meeting. In the case of a curricula meeting, instructors will meet to discuss changes and improvements to address these issues and establish a mechanism to assess the effectiveness of the changes. For example, the creation of a hybrid course could address student schedule needs to improve low retention/success. Adjustments to the type of delivery or resources the course utilizes or time spent on complex or key topics have also been made to courses.
3.10 How does the college determine student success in this discipline?	Passing rate with a C or better.
3.11 Did the review of quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the discipline.
NA

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	BIOL 100
Course Title	Life Science I
Course Description	This is an introductory course in life science emphasizing scientific inquiry of selected topics. Topics include: the scientific method, ecology, animal behavior, and cellular

	biology. The course is designed for the non-science major students and is less theoretical and more practical for this reason. Biological, political, ethical, and social issues will be integrated throughout each topic. Students will be required to read current news articles, participate in class discussions, and be able to think critically about these concepts. Class meets 3 lecture hours, 2 lab hours. Prerequisites: Place into ENGL 101 and MATH 107. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: L1 900L				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	64	101	52	68	56
Credit Hours Produced	256	404	208	272	224
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.13	59.41	75.00	86.76	82.14
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	L1900L	L1900L	L1900L	L1900L	L1900L
How does the data support the course goals? Elaborate.	Success rates are showing that students are successfully completing this course at a sufficiently high rate except for 2020. The course is intended to give students a glimpse into a general science course. Based on the level of achievement, it appears that both the course goals and delivery method are appropriate.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Minority success rates were 10 – 20% lower than rates for whites.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS)				

a timeline and/or anticipated dates.	tutoring center, Trio and meeting with students during instructors' office hours. The instructor continues to incorporate new assignments and assessments. There use will be reviewed at the end of each semester for effectiveness and updated or discontinued as necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are succeeding at a sufficiently high level in this course. This reflects a course that is designed and taught well. As the need for changes arises, the course will be tailored to the need.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 101				
Course Title	Human Biology				
Course Description	An introductory course in human biology emphasizing: cellular and organismal reproductive processes, transmissions and molecular genetics, evolution, and current political/ethical/social problems having a biological basis. Not for biology majors. Class meets 3 hours of lecture and 2 hours of lab per week. Prerequisites: Place into ENGL 101 and MATH 107. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: L1 904L				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	39	47	62	70	59

Credit Hours Produced	156	188	248	280	236
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.62	89.36	79.03	92.86	86.44
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	L1904L	L1904L	L1904L	L1904L	L1904L
How does the data support the course goals? Elaborate.	Success rates are showing that students are successfully completing this course at a sufficiently high rate. The course is intended to give students a glimpse into a general science course. Based on the level of achievement, it appears that both the course goals and delivery method are appropriate.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Black students success rates are 10% lower than white.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Currently, the course is planned to be offered in the same manner in the future. As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are succeeding at a sufficiently high level in this course. This reflects a course that is designed and taught well. As the need for changes arises, the course will be tailored to the need.				
Resources Needed	No resources are currently needed other than the usual supplies for the course.				

Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 102				
Course Title	Principles of Biology I				
Course Description	This is a one semester preparatory course for students planning to do further study in science. A wide variety of biological topics will be covered that will introduce students to fundamental concepts of biology including, but not limited to: cell structure and function, genetics, metabolism, etc. Class meets 3 lecture hours per week, and 2 lab hours. This class is the first semester in a sequence (including BIOL103) that can be used to transfer as a biology major's introductory course, but will also stand alone as a life science with a lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	100	66	47	42	32
Credit Hours Produced	400	264	188	168	128
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67.00	72.73	85.11	76.19	59.38
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	L1910L	L1910L	L1910L	L1910L	L1910L
How does the data support the course goals? Elaborate.	This course is an introductory course for those students wishing to pursue some area of science as a career. It is no longer a prerequisite and that is displayed in the drop in enrollment and the varying success rates in the class.				

What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students
Were there identifiable gaps in the data? Please explain.	The data show that most of the student success rates are comparable with the exception of Black and Hispanic students, their success rates are significantly lower at around 33% and 58% respectively.
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue to attempt to identify at risk students and reach out to them to offer them the resources that they need to be successful in the course. These resources include: one-on-one meeting time with the instructor to discuss study habits and strategy, access to the science tutoring center, and online assistance through blackboard course tools. New assignments that require students to create glossaries for each chapter have been developed. Assignments that require students evaluate/reflect upon their work will be added along with pretests and methods of self-paced progression with content.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Biological Sciences is a difficult discipline for many students and it often requires a tremendous time commitment, many students do not understand what is necessary for success in these classes. Part of the role of this class is to help prepare the students for the demands of major's level biological science courses. As such additional ways to assist the students in course work will continue to be added and assessed for effectiveness as needed.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 103				
Course Title	Principles of Biology II				
Course Description	This is the continuation of Principles of Biology I, this course is designed for those individuals pursuing a major in biology. Topics covered will include mechanisms of evolution, diversity of life, basic plant and animal physiology, and ecology. Class meets 3 lecture hours per week, and 2 lab hours. This class is the second semester in a sequence (including BIOL102) that can be used to transfer as a biology major's introductory course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	6	0	5	0
Credit Hours Produced	16	24	0	20	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	0	100	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	L1910L	L1910L	L1910L	L1910L	L1910L
How does the data support the course goals? Elaborate.	That data show that there is a high success rate in this class, which is to be expected as this class is targeted toward those students intending to go on as a science major.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps in the data.				
Academic Course Review Results					

Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	It makes sense that the success rate for this class is high. The students that enroll in it are science minded individuals and have a clear understanding of the work that is necessary to be successful in the class.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 104				
Course Title	Animals and Society				
Course Description	Animals and Society is a general course in which the process of scientific inquiry is explored using animals as a model system. The exploration of the animal kingdom will include a discussion on cellular structure/function, homeostasis, evolutionary theory, ecological relationships, reproductive strategies (sexual and asexual), basic heredity principles (DNA, RNA, Mendelian genetics), and a basic introduction to classification within the animal kingdom. An emphasis will be placed on economic, environmental, and symbiotic relationships with a focus on human interactions.				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	7	7	6	5	0
Credit Hours Produced	28	28	24	20	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.43	71.43	83.33	80.00	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	L1902L	L1902L	L1902L	L1902L	L1902L
How does the data support the course goals? Elaborate.	This class is designed for non-science majors, to give them an understanding of basic scientific concepts using animals as a model system. The data show that the majority of students are successful in the class which indicates that the course goals and delivery method for the course are appropriate. The instructor has design methods for collecting feedback for the hybrid section.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	There are not significant differences among the disaggregated data, however there was a slight variation in success rates among black and Pell eligible students. Sample size for black students was small.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				
Rationale Provide a brief summary of the review findings and	This class is designed for non-science majors, to give them a better understanding of basic concepts associated with life. The level of the material taught and the expectations for the students appear				

a rationale for any future modifications.	to be appropriate for the students given that the success rates generally high for the students in this class.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 105				
Course Title	BIOL 105 Introduction to Environment				
Course Description	An introduction to the interdisciplinary study of the interrelationships of human and the natural world and their interactions. This study will include the scientific, social, ethical, political and economic aspects of environmental problems as we seek to discover solutions. It will examine the relationships and issues among the human population, all other living organisms, natural resources, land use, agriculture, biodiversity, industrialization and pollution.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	110	116	116	135	126
Credit Hours Produced	330	348	348	405	378
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.91	75.00	78.45	82.96	85.71
IAI Status (list code) or Form 13 Status (list	L1905	L1905	L1905	L1905	L1905

signature dates and institutions)					
How does the data support the course goals? Elaborate.	Success rates are good.				
What disaggregated data was reviewed?	Student success rates were broken down based on the type of college student (traditional, dual-enrollment high school, & correctional), individual student performance, gender, ethnicity and Pell eligibility.				
Were there identifiable gaps in the data? Please explain.	Success rates range between 72-83% with black students 19% lower than white and Pell students 10% lower than No Pell.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio, and meeting with students during instructors' office hours. The instructor has recently created a video to walk the students through the course outline. She has incorporated more discussion board activities within the online course. The discussion board activities are a way to have students apply the concepts they learn within the lectures to things they do in their everyday lives. For instance, one of the new discussion board activities require students to take pictures in their community that focus on negative and positive environmental impacts. They then discuss how these impacts are connected to concepts from the textbook and lecture materials. Additionally, lecture material is being updated to improve student engagement. Finally, midterm and final visual projects are being piloted. The midterm and final project will serve as a way to assess the students' level of understanding that is not test based. Often we rely too heavily on exams as a way to demonstrate learning has occurred and this is not typically the best way to measure what the students have learned. The visual presentation of learned material along with a written explanation will allow the students more flexibility and creativity in expressing whether they have met the course outcomes.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Biological Science is a challenging topic for many students. While a large proportion of students are succeeding, there is always room to improve the course to increase the current success rate. The current instructor plans to add additional active learning techniques to help with student comprehension of the material.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 136				
Course Title	Anatomy & Physiology I				
Course Description	An introduction to anatomy and physiology with survey of the cell, tissues, introductory chemistry, and methods of transport across membranes. Systemic approach to anatomy and physiology with the skeletal followed by the muscular and nervous systems. Cadaver utilized for instruction. The lab is required for this course. Prerequisite: Placement into Math 107 and ENGL101				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	251	228	181	164	169
Credit Hours Produced	1004	912	724	656	676
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	49.40	60.53	57.45	56.10	57.99

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 agreements renewed in 2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021
How does the data support the course goals? Elaborate.	A&P I is the first course in a sequence (of two) and is also an important prerequisite for all of DACC's health careers programs. Although our success rates appear low, this course does not have a prerequisite and we need to ensure that students have adequate preparation before moving on through the course sequence.				
What disaggregated data was reviewed?	Gender, Race, Pell Grant Eligibility				
Were there identifiable gaps in the data? Please explain.	The student sub-population with the lowest success rates were Black students (41% success rate), as compared to other sub-populations that had success rates in the lower-50% to the mid-50% range.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. The instructor will be requesting the director of MASS to visit the course twice—in the first and four week. Additionally, YouTube videos covering anatomy of bones, joints, muscles and nervous system will be made available as supplemental material and pre-laboratory exercises.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	BIOL136 is functioning as expected. Students are achieving at an appropriate level. The course success rates reflect general trends across campus and are also comparable to other 2-year institutions. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.
Resources Needed	Currently none
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 137				
Course Title	Anatomy and Physiology II				
Course Description	A continuation of Part I of Anatomy and Physiology which includes the somatic and special senses; endocrine system; cardiovascular system; lymphatic system; digestive system; nutrition; respiratory system; urinary system; fluid, electrolyte, and pH balance; reproductive system. Human cadaver utilization in lab. Class meets 3 lecture hours per week, and 2 lab hours. Prerequisites: BIOL136 with a grade of C or better. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. Students may need time outside of class to study in the lab. Anyone taking BIOL 137 with BIOL 140 during the same semester should be a strong student with good study habits and adequate study time.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	120	158	107	108	99
Credit Hours Produced	480	632	428	432	396
Success Rate (% C or better) at the end of the	90.00	84.81	78.50	75.93	80.81

course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 agreements renewed in 2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021	Form 13 Roosevelt University 7/12/21 Southern Illinois University Carbondale 6/23/21 University of Illinois Chicago 4/7/2021
How does the data support the course goals? Elaborate.	The success rate of A&P II are good. Because A&P I, the pre-requisite course, is challenging, the students that enter A&P II are better prepared to succeed in this course. We want to set high educational standards in our A&P courses to ensure academic and professional success for our students in the allied health sciences.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	The success rate for black students was 70%, while the other demographic groups' rates were in the 78-91% range.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. The instructor will be requesting the director of MASS to visit the course twice—in the first and four week. Additionally, YouTube videos covering anatomy of bones, joints, muscles and nervous system will be made available as supplemental material and pre-laboratory exercises.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	BIOL137 A&P II is functioning as expected. Students finish the course having learned the appropriate amount of information and skills. The course success rates reflect general trends across campus and are also comparable to other 2-year institutions. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs. With that said, students have commented on the helpfulness of lecture videos on course evaluations. Having additional videos, especially related to laboratory topics, available to students may lead to improved student success.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	BIOL 140				
Course Title	Microbiology				
Course Description	Introductory principles of microbiology are explored through lecture, laboratory activities, and assignments. Morphology, metabolism, growth and control, antimicrobials, genetics, biotechnology, epidemiology, and the disease process are presented. Laboratory approach and medical application of material is emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	112	130	112	81	97
Credit Hours Produced	448	520	448	324	388
Success Rate (% C or better) at the end of the course, excluding	83.04	91.54	80.36	79.01	80.41

Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 agreements renewed in 2021	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21
How does the data support the course goals? Elaborate.	The goal of this course is to give students a sound foundation in the concepts of microbiology to prepare them for entry into an allied health field or a biology majors' field. Microbiology is a challenge biological science course. The data shows that the majority of the students are successfully completing this course and are able to advance to their next set of courses.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	Male students performed 3 points better than female students. Pell eligible performed 9 points better than non-Pell eligible. Caucasian students performed 6 points below Hispanic and 10 points better than African American students.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Changes being made: 1) This course will now be offered as a hi-flex course; 2) virtual lab activities have been incorporated to reinforce the face-to-face lab				

	activities; 3) a Google template for the formal lab report has been recently implored.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Rationale for above changes: 1) Students have very busy lives and many responsibilities that sometimes pull them away from the classroom which cause them to miss important materials. By offering this course as a hi-flex, students can still attend a virtual synchronous lecture from outside the classroom if they cannot attend the face-to-face class. They will also be able to access the daily lectures asynchronously if they need to miss the synchronous virtual class. Attendance flexibility and adaptability will be the new emphasis moving forward. 2) Students are encouraged with points to complete a virtual lab prior to coming to the face-to-face lab. These virtual labs will help reinforce the techniques they will be completing for each lab period. It also gives them an opportunity to acquire more points. But since they are not required, students will not be penalized if they do not have the time to complete them. 3) At the end of the semester, students are required to submit a formal lab report over the Tiny Earth research project that they spend 6 weeks completing. These lab reports were all over the place in terms of their quality. Since this is most likely their first time writing a formal multi-page lab report, a Google template was created that outlines the different components of a formal lab report (Introduction, Hypothesis, Materials and Methods, Results, Discussion, Work Cited), along with what type of information should be included in each paragraph and/or table of each section. Each student gets a copy of the template to fill out. Students now have better instructions of what goes into a formal report and they are far more accurate than what they turned in previously
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

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

Academic Discipline Area	BIOL 150				
Course Title	Botany				
Course Description	An introductory level course including labs designed around the basic principles of plant structure, growth, physiology, reproduction, evolution and genetics. The course will also investigate the economic and ecological importance of plants and the inter-relationship of plants and humans. Class meets for 3 hours of lecture and 2 hours of lab per week. Prerequisites: Place into ENGL 101 and MATH 107. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T]				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	9	5	3	3
Credit Hours Produced	48	36	20	12	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.67	88.89	100.00	66.67	66.67
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 agreements renewed in 2021	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21	University of Illinois Chicago 4/1/21 Southern Illinois University of Carbondale 9/22/21 Roosevelt University 7/12/21
How does the data support the course goals? Elaborate.	Success rates are showing that the majority of students are successfully completely this course at a sufficiently high rate except for the last two years. Sample size for the last two years may be exaggerating the results. Students were lost due to health concerns or poor attendance.				

	Based on the level of achievement, it appears that both the course goals and delivery method are appropriate.
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students
Were there identifiable gaps in the data? Please explain.	There did not appear to be any gaps in the data. Students of all sub-populations were succeeding at similar levels (88-100% success).
Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. The instructor intends to add attendance to the participation portion of the final grade to address the loss of students due to attendance issues as mentioned above.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are successfully completing the course, but the attendance issues can be addressed. This will hopefully encourage students to attend class more regularly and not feel like they are behind. This will also trigger a retention plan to keep students in class and successful.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	GSCI 100

Course Title	Simply Science				
Course Description	This introductory general science class focuses on the scientific thought process (scientific method) and basic science concepts to build a solid foundation of science knowledge in preparation for transfer-level science courses. Students will attain effective learning strategies and study skills as they gain scientific confidence. Individual responsibility and accountability are emphasized through homework, in-class assignments, teamwork, and class participation. Topics covered include an overview of science disciplines, scientific method and experimental design, metric system and measurements, matter, basic chemistry, movement processes, cells, mitosis and meiosis. Labs provide hands-on practice of the scientific method, data gathering, experimental design, and analysis. Class meets 3 lecture hours per week, and 2 lab hours. Class size is limited to guarantee individual attention and to promote active participation.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	0	0	0	0
Credit Hours Produced	24	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50.00	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA-DEV	Inactive	Inactive	Inactive	Inactive
How does the data support the course goals? Elaborate.	NA				
What disaggregated data was reviewed?	NA				
Were there identifiable gaps in the data? Please explain.	NA				

Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Based on low enrollment this course was no longer be offered after the spring semester in 2019.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Low Enrollment.
Resources Needed	No resources are currently needed other than the usual supplies for the course.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Performance and Equity Please complete **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	GSCI 105				
Course Title	Human Body Structure and Function				
Course Description	Basic study of the Anatomy and Physiology of the human body with survey of cells and tissue. Systemic approach to Anatomy and Physiology of the body systems. Class meets 3 lecture hours per week, and 2 lab hours. [C]				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	21	20	8	14
Credit Hours Produced	60	63	60	24	42

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.00	90.48	90.00	75.00	78.57
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Non Transfer	Non Transfer	Non Transfer	Non Transfer	Non Transfer
How does the data support the course goals? Elaborate.	Students in this course are learning basic anatomy. Their success rates are sufficiently high for a course of this nature and will allow them to use this information in other courses requiring this class as a prerequisite.				
What disaggregated data was reviewed?	Course success rates, individual student performance, gender, ethnicity and low income students				
Were there identifiable gaps in the data? Please explain.	This course did not have any large gaps. In general, a larger number of female students took the course compared to male. This may be a result of the courses that GSCI 105 feeds into. As is consistent with the student population, the Black and Hispanic sub-populations were lower than others. The success rates of each group were comparable (81-86%); however, the male sub-population's success rates were slightly lower at 75%.				
Academic Course Review Results					
Intended Action Steps Please provide detailed action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students are passing this course as expected.				
Resources Needed	No resources are currently needed other than the usual supplies for the course.				

Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

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:	2024
Review Area:	STUDENT FINANCIAL AID (SFA)
Program Summary Please provide a brief overview of the program or service being evaluated.	The SFA office function is to award student financial aid resources in a consistent, fair, and equitable fashion compliant with current federal and state regulations. The FSA office aligns well with the College's Student Services Strategic Plan (SP) Matrix. To meet the goals and mission to award financial aid resources in a consistent, fair, and equitable fashion that is in compliance with current federal and state regulations these key functions take place: • Assist students in understanding their financial options and help them make fiscally responsible decisions. • Effectively administer student aid programs with limited resources. • Promote & provide professional/personal development of staff to remain current and in compliance with programs and to enhance staff retention and quality. • Promote ethical and professional behavior at all times. • Increase student retention and completion rates for all students, including those who are Veterans of the Armed Services.

Prior Review Update Describe any improvements or modifications made since the last review.	Improvement Task/Results: 1. Changed from 100% application verification to the applications selected by the Central Processing System (CPS) and students selected by the college for verification. In the past year the SFA switched from 100% application verification to the requirements by law. This has resulted in better time management, better efficiency of the office, and more hands on time with students. 2. Continuous process in promoting students to expand the use of "automated" system for FA usage through the Department of Education (DoE) Web sites. Dept. of Education has implemented the Free Application for Federal Student Aid (FAFSA) Simplification Act that will expand the Federal Pell Grant eligibility to more students. SFA staff assists students through the FAFSA and other student aid services through the https://studentaid.gov/ website. 3. Improve and implement on-line student services such as Financial Aid Self-Service initiatives to help with recruitment/retention and completion The SFA continues to update and increase the utilization of Colleague student software system to better design "Self Service" and communicate with students. This included a more efficient way to reach potential students that have completed their FAFSA and are interested in attending DACC. SFA Staff continue to educate students how to use the Self Service to stay up-to-date with their financial aid accounts and communications from student services. 4. SFA staff complete trainings on compliance mandates on all regulations, rules and policies for accuracy in the delivery of SFA programs for compliance and thus optimal audit results. The DoE has for the first time in 50 years updated the FAFSA to make it easier for students and parents to complete. SFA staff have attended on-line and in-person training on the changes. The SFA staff remain active members of state and national SFA professional organization, participate in training sessions, and coordinate with student services departments to remain up-to-date and compliant on all DoE and State of Illinois rules and regulations.

What are the program/service strengths?	The SFA office staff are dedicated and willing to learn to best serve our students and community. All staff are willing when opportunities that arise on campus and within the community to promote financial aid awareness. Our team communicates and works well with all other departments of the campus. The SFA office conducts and participates in numerous community outreach activities. These activities not only promote student financial aid awareness but also DACC as a whole. SFA staff volunteer for activities outside of the scope of SFA such as community parades, career and college fairs, NJCAA national basketball event, and DACC Ag Day program. All of which are community outreach programs to promote the programs and services offered at DACC. Student retention is one of the highest priorities of the SFA office. In order for the College to be in compliance for SFA programs we must demonstrate that students are enrolling in an eligible program of study, enrolled in coursework that leads to this gainful employment, meet the Satisfactory Academic Progress standards and complete their program of study within a maximum timeframe. To enhance retention and assist students in staying on target while successfully completing their program of study SFA staff conduct financial aid education with students in the following methods; • one-on-one meetings, • seminars, • via correspondence, • contact with the faculty for their assistance, • assistance from counseling staff, and • via the Internet using various software applications • email and phone communication.

Based on the review, what are the identified challenges of the program or service?	The FAFSA Simplification Act represents a significant overhaul of the processes and systems used to award federal student aid starting with the 2024–25 award year. This includes the Free Application for Federal Student Aid (FAFSA®) form, need analysis, and many policies and procedures for schools that participate in federal student aid programs. This change has brought delays when the DoE will disseminate information for the SFA office to complete student aid packages. It is the goal of the SFA office to keep informed of federal and state changes to policies and procedures and to be proactive in planning strategies to implement the changes and to remain in compliance with the programs. The SFA office staff understands it will be their primary duty to keep the campus and public informed of these changes to policies and provide the information needed to ensure that all campus stakeholders are aware of the impact these changes may have on our students. The past few years there has been turnover in the Financial Aid office in all positions. New staff have been on a fast track to learn policies and procedures. One of the goals is to cross train staff in all SFA duties and procedures to make a seamless operations for student services. Job aids are being created to guide staff in case of any new unexpected turnover. Procedures are being put in place to ensure the SFA office and other student services department work well together to best serve our students and community. DACC has contracted with Ellucian, cloud-based software provider, to connect campus service. Within this contract are dedicated hours for a professional Ellucian consultant to work with and train the SFA staff. This consulting is vital for SFA staff to learn, maintain, and improve procedures and policies. A major challenge facing the SFA office is the increase in the volume of students that will be eligible for Federal Pell grants due changes in methodology used to determine aid under the new act. With a small staff it is challenging to keep up with the pace of awarding aid to all students. SFA staff cross training will be implemented to ensure seamless services to students. Student privacy is essential to serving our students. In the past year DACC has taken steps to design the financial aid office to have better privacy. Construction of a wall will soon take place to ensure student privacy is maintained.

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	DoE has had significant delays in the new FSAFA rollout that will affect the timeline for Fall 2024 aid awards. DACC will receive student information by mid-March 2024 and SFA staff will need to award student aid by May 2024. Students will need this award information to make decisions on attending college. SFA staff will stay up-to-date with any new updates on the FAFSA process for this award year and future years. Cross training of staff on all aspect of SFA office procedures will be completed by Summer 2024. On-going training will continue as directives and changes come from DoE and the State of Illinois. It is a goal for SFA staff to attend more regional and national training sessions within the next 3 years. Privacy construction shall be completed by Summer 2024. SFA office is communicating with the Maintenance department to determine the best time to complete this work without disruption for employees and students. Consulting from Ellucian with subject matter experts will continue through 2026. The consultant will assist SFA staff with the operation of the Colleague software system and overall financial aid requirements and best practices. On-going team building and communication efforts will remain as top priorities with all student services departments. The DACC Foundation office will be purchasing and implementing a new system to work directly with our Colleague system to better relay scholarship information to the SFA office and the Business Office. We also encourage the students to contact their academic advisor and discuss their path and time to completion as to not find themselves running out of funding options or reaching their maximum time frame for completion.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Danville Area Community College
Academic Years Reviewed:	2023-2024
Review Area:	Business Services
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Tammy Betancourt, CFO/VP of Finance Carl Lewis, Assistant VP of Finance Whitney Yoder, Controller
Mission How does the program/service contribute to the mission of the college?	The College's mission is to provide quality and accessible learning experiences to the community. The Business Services goal is to help students navigate their payment options for paying for tuition, fees, and books and making sure payments are being applied to their student accounts timely and accurately.
Advancement of Equity How does the program/service help advance equity?	Business services offers different kinds of plans to meet an individual's needs. Our payment plans are available in different monthly increments depending on what the individual can afford. We offer payment plans on past due balances as well as a current semester balance. We have offered different programs to help reach out to students to make going to College more cost beneficial through our second chance program and the Provost Promise Program.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	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 account.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	The internal controls are assessed and reviewed annually internally and through the annual audit. Student account collections are reviewed every 6 months or each semester. Program objectives are also achieved through positive communication and feedback with the students.

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	1. Continue educating students regarding funding as we migrate to self-service - Self-service is fully implemented and students have the ability to see balances due, make payments online, and set up payment plans through self-service. 2. Review online catalog, handbook, website - The online catalog has been revamped by the Provost. The hand book and website are reviewed annually and changes made as appropriate. 3. Maintain communication with Financial aid- The business office is in constant communication with Financial aid reviewing student accounts to make sure aid and awards have been applied accurately.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	The business office/Bursar's office is needed to keep controls segregated as much as possible and for internal controls purposes. The Business office actually applies payments and awards to student accounts, which is a separate function from financial aid and the registrar's office.
1.3 If applicable, what is the student usage for this program/service?	The business office oversees the student account side through self-service and therefore, every student would use the business office to look up balances, make payments, verify awards and aid are applied properly.
1.4 How does the student usage compare to assessed need of the program/service?	Every student needs the business office to apply awards, payments, scholarships and financial aid. Almost all student will use the service at some point in their academic career at DACC for viewing balances, setting up payment plans, making payments.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Salaries and fringe benefits, supplies, and professional development.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The business office is funded through the College's operating budget. Budgets are reviewed annually and on an as needed basis by controller and CFO.
Indicator: Quality	

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	n/a
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	New hires must meet certain qualifications and past experience. Professional development and trainings are provided as needed.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	The move to student self-service web application gives students the opportunity to track their balances and scholarships, make payments online and sign up for payment plans. This gives them access to real time data.
3.4 What are the strengths of this program or service?	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.
3.5 What are the challenges or weaknesses of the program/service?	Getting students signed up on the correct payment plan and contacting students to get past due balances on payment plans.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Our business office gets daily reports from the 3rd part payment plan provider that we reconcile back and use to post payments to student accounts. Through this process is how issues are identified.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	Our staff is trained in setting up these payment plans and can help students as needed get into the correct plans. We also work hand in hand with the third-party payment plan provider to fix issues, look into student account issues, and help resolve problems.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	n/a
3.9 Were there any identifiable equity gaps in the data? Please explain.	n/a

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The college is in the middle of a pilot program (Provost Promise) to offer free tuition to students if they met certain criteria and continue to meet criteria during their 2-year duration at DACC. The hope of this program was to entice and give the lower income individuals and families an opportunity to go to college
3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A

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.	We are working with our 3rd party payment plan provider, Nelnet, to correct the current issues we are seeing. We have a project ongoing with them through December to complete and fix the issues.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	DACC has a diversity team that promotes events for students and the community for various racial groups. We provide support and counseling for everyone, no matter the race. We have piloted new tuition programs to help lower income groups pay for college, such as the Second Chance Scholarship program and the Provost's Promise program which helps pay for 100% of a 2-year degree of certain academic requirements are met.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	n/a
Resources Needed	n/a
Responsibility Who is responsible for completing or implementing the modifications?	Controller