

Program Review Cover Page	
College	Danville Area Community College
District Number	507
Contact Person (name, title, contact information)	Dr. Carl Bridges Provost 2000 East Main Street Danville, IL 61832 217-443-8771 (phone) 217-443-8587 (fax) c.bridges@dacc.edu
Fiscal Year Reviewed:	2025
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Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Agribusiness	Degree	62-65	01.0101	
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.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<ul style="list-style-type: none"> <li>• Students will apply basic principles and practices of agriculture to determine solutions to real world situations.</li> <li>• Students will describe the relevance of science in maintaining a sustainable agricultural environment.</li> <li>• Students will demonstrate correct usage of present and emerging technology utilized within the agricultural industry.</li> <li>• Students will investigate individual aspects of the agricultural environment and how they combine to form today's global industry.</li> </ul>		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>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.</p>		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		It was recommended in a previous program review to: <ol style="list-style-type: none"> <li>1. Continue to focus on recruitment and student retention. Reach out to form new partnerships and relationships with local high schools, FFA, and 4H groups. Exposure to nontraditional students with Drone Camps.</li> <li>2. Expansion of completion data to include tracking the College Express and Dual Enrollment students (high</li> </ol>		

	<p>school students) who take AGRI courses while in high school.</p> <ol style="list-style-type: none"> <li>Continue to advance the program by integrating new technologies and innovations in the Ag Industry by interacting with our local agribusinesses, trade shows, field days, and social media sites. Also, regularly reviewing technology currently in the program and updating as needed.</li> </ol> <p>These actions were completed –</p> <ol style="list-style-type: none"> <li>Female enrollment has increased and has been maintained in the program. The instructor regularly participates in Section 18 FFA contests as a judge, gaining exposure with students from our local high school. DACC has partnered with UIUC 4H Extension to create a drone curriculum that was distributed to area high schools, including those who do not have an FFA or Ag program, exposing non-traditional students to Ag Technology. This project led to a culminating regional drone contest hosted at DACC.</li> <li>The Ag program has a high number of high school students who continue their educational pathway at DACC after graduation</li> <li>The Ag faculty member continues to add technology to the program and integrate that into multiple courses. We have purchased LabQuest probes for our science courses, AgLeader SMS Precision Software for our Precision, Crop, and Soil Sciences, and a Agras T10 Sprayer Drone for our Precision and UAS courses.</li> </ol>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>Dr. Carl Bridges: Provost</li> <li>Brandy Marron: Associate Professor of Agriculture</li> <li>Terri Cummings: Dean of Business and Technology</li> </ul> <p>C. Bridges provided employment and institutional data. B. Marron provided program insight and reflection, compiled information, and wrote the report. T. Cummings provided project guidance and reviewed final report submission.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following participants contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> <li>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.</li> <li>Students – student surveys are conducted to obtain feedback on college, program, and courses; program</li> </ul>

	faculty connect with students to gauge workforce success after graduation.
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### 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.	The final number of credit hours is dependent upon the Agriculture electives the student chooses. They could complete more than 60 hours.
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 2024, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030: <ul style="list-style-type: none"> <li>Farmers, Ranchers &amp; Other Ag Managers – EDR2: +0.2% Illinois: +0.4%</li> </ul> *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.

<p>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?)</p>	<p>Agriculture program’s pipeline would include our area (district) high school students, students participating in Future Farmers of America and 4-H clubs. The agriculture faculty member has worked with these organization leaders to build a working relationship and partnership to allow area high school students to understand what career options an agribusiness degree could lead to. A series of Agribusiness agriculture courses—AGRI 100—Introduction to Animal Science, AGRI 200—Agriculture Management, AGRI 102—Agriculture Economics, and AGRI 110—Intro to UAS Technology are taught to high school students who come to our college during their school day and take agriculture courses in our College Express program. Many students continue on after high school graduation to complete their degrees with us.</p> <p>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.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p>
<p>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.</p>	<p>No</p>
<p><b>Indicator 2:</b>  <b>Cost Effectiveness</b> (<i>see ICCB and system resources for cost-effectiveness:</i>  <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p><b>Response</b></p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"><li>• Costs to the institution associated with this program</li><li>• How costs compare to other similar programs on campus</li><li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li><li>• Revenue Analysis</li><li>• Student to faculty ratio</li><li>• Course/section fill rates</li><li>• Enrollment trends</li><li>• Credit hours earned year to year</li><li>• Scheduling efficiency</li></ul>	<p>The primary costs to the institution associated with the Agribusiness 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 Computer Science. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.</p> <p>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.</p> <p>The following table displays the net income percent for the Agribusiness program for the last five years:</p> <table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2020</td><td>684</td><td>-12.1%</td></tr><tr><td>2021</td><td>843</td><td>-16.1%</td></tr><tr><td>2022</td><td>683</td><td>-34.8%</td></tr><tr><td>2023</td><td>449</td><td>-43.7%</td></tr><tr><td>2024</td><td>411</td><td>-29.0%</td></tr></table>	Fiscal Year	Credit Hours	Net Income Percent	2020	684	-12.1%	2021	843	-16.1%	2022	683	-34.8%	2023	449	-43.7%	2024	411	-29.0%
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The college attempts to offset costs of the program through grant funds. We will continue to work with our Industry partners who see value in our program to guide us in this area.</p>																		
<p>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.</p>	<p>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.</p>																		
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships,</p>	<p>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.</p> <p>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</p>																		



grant funding, referral to services, apprenticeship programming)	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 continue to increase with the increase of the College Express students. The faculty member has revitalized the program and integrated new technology and courses. 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.
<b>Indicator 3: Quality</b>	<b>Response</b>
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?	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Brandy Marron 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 Effectiveness and addressed as necessary.</p> <p>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.</p>

	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.
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>Yes, the Agribusiness program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2024.</p> <p>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.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>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.</p> <p>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:</p> <p>AGRI 101 – Intro to Animal Science  AGRI 102 – Intro to Ag Economics  AGRI 110 – Intro to UAS Technology  AGRI 200 – Ag Management</p>
<p>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?</p>	Nothing new at this time.
<p>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?</p>	<p>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:</p> <p>Armstrong-Township High School  Bismarck-Henning Rossville-Alvin High School  Danville High School  Georgetown-Ridge Farm High School</p>



	<p>Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School</p> <p>The courses offered in the College Express program are chosen to represent the multiple facets of the Ag Industry: Economics, Science, Business Management, and Technology. These courses will be beneficial to any student pursuing a degree in Agriculture.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The program consists of a series of 2 Supervised Occupational Experiences, AGRI 202 and AGRI 290. It allows the students a professional experience where they learn a variety of skills they cannot learn through their classes. WBL opportunities can help guide students' career paths, they can create a professional network, build their resume, secure references and recommendations for the future, build their confidence and transition to a full-time job upon graduation.</p> <p>These opportunities improve the quality of the program by allowing potential employers to identify future employees and see value in our agriculture program. They also could share information with others in their field (word of mouth). Occasionally students will have an experience with an employer that is not structured enough and can lead to the student doing menial tasks or not having enough to do. Communicating up front with the employer can help avoid this.</p>
<p>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).</p>	<p>No</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No, but students have the opportunity, but are not required to take both the Custom Applicator Exam and the Part 107 Drone licensing exam upon completion of the preparatory courses. These exams are offered through State and Federal testing centers.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the</p>	<p>NA</p>

number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Below is a list of all AGRI courses that are articulated through the Illinois Articulation Initiative to assist students in transferring coursework. Currently for the Agriculture degree the following courses are IAI (Illinois Articulation Initiative) accepted at public institutions of higher education. They are extensively reviewed by a panel. Faculty are required to submit detailed information regarding outcomes, lab and course activities for each course. Then the syllabi are held to a high degree of specificity. IAI approval is indicated in our college catalog. The following Agriculture courses are IAI approved:</p> <p>AGRI 101 Intro to Animal Science  AGRI 102 Intro to Agriculture Economics  AGRI 103 Ag Mechanization  AGRI 106 Computing Applications in Agriculture  AGRI 108 Intro to Precision Ag  AGRI 121 Intro Crop (Plant) Science  AGRI 180 Intro to Soil Science</p> <p>When we have completed updating the Agriculture curriculum and developing the needed new courses we will look into adding 3+1 or 2+2 agreements that would allow students who want to pursue a Bachelor's degree to take their first two (three) years of classes on the DACC campus and then complete the fourth year of the degree through the partner institution.</p>
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?	<p>Yes, several new industry partners are actively involved in our advisory panel. United Prairie actively recruits for summer interns, sends subject experts (commodity marketing) to speak to classes, provides tours for students, and participates in college job fairs. Hubner Seeds also provides guest speakers and tours of their facilities to our students. The Foundation has seen new Ag donors for scholarships and equipment purchases for the program. We are continuing to maintain current relationships and form new partnerships with Ag Industries in our county.</p>
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?	<p>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.</p> <p>In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center</p>

	<p>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.</p> <p>Specific to this program, the current instructor maintains a Part 107 Drone License by passing the initial exam and attending continuing education and re-certification every 24 months. Faculty also stay abreast of new developments and tools in the industry by attending Technology Fairs, Farm Shows, and County Fairs.</p>
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?	Ag Technology is a fast-paced subject that constantly requires updating technology. Aside from previous technology upgrades (drones, SMS software), the faculty member has acquired a AGRAS T10 Sprayer Drone and Drone Deploy Software. Both of these items are utilized extensively in the Precision Ag industry.
3.18 What assessment methods are used to ensure student success?	<p>Within the classroom, students are assessed through a variety of methods including class exercises, written exams, labs and hands-on problem-solving activities.</p> <p>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.</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>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.</p>
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	<p>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.</p> <p>During the most recent cycle, the results of this assessment revealed that students struggled to use computer software and technology. The faculty re-evaluated the assignments and</p>

program and students learning?)	provided more background/intro assignments and tasks to prepare students to use the Precision Software.
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 and technology.
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	Agribusiness				
CIP Code	01.0101				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	9	6	5	7
Number of Completers	1	2	2	2	0
Other (Please identify)					
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 50%-83% of the years reviewed. Most of the students (57% - 100%) identify as white. The ratio of African American students rose slightly in FY23 remained steady (29%) in FY24. Hispanic students remained at 0% of the program. The majority of students are under the age of 20, ranging from 38% - 71% throughout the five years. Students age 20-25 varied from 14% to 50%. In the past few years the number of students over the age of 25 has remained steady at 11% - 14%. During the five year span, the pell eligibility ratio has ranged from 0% to 38%. The majority of students (83.33% - 100%) do not require accommodations.				
How does the data support the program goals?	The goal of the program is to prepare students to enter the workforce or begin working on their family-owned farms. While the data collected shows low enrollments and completion, the college has continued to revise				

Elaborate.	the program to meet the needs of local employers and workforce needs. Our numbers are largely in part due to the ability of 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 mostly 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 county high schools that we serve.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Upon completion of this review and many discussions about the work done over the past years for the Agriculture program and curriculum the Division Dean and the Agriculture faculty member have a clear vision of where and how the agriculture program is advancing. In order to keep a pulse on the most important priorities, the action steps, timeline, resources needed and who would be responsible were agreed upon.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Agriculture faculty member have agreed up on 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).
<b>Program Objectives</b> 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 and our students are successful integrating into the family farming operation.
<b>Performance and Equity</b> 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.
<b>Resources Needed</b>	<p>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.</p> <p>Work with our College Express program, local high school and our industry partners</p> <p>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.</p>
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review.</p> <p>Additional resources – internally within the college and externally from the community – will be referenced as needed.</p>

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
Claims Representative	C	30	521701	
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.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		The Claims Representative Certificate Program in partnership with CCMSI prepares graduates for a career as a claims adjuster. The curriculum emphasizes real world experience with the latest policies and procedures. Graduates are prepared to work as claims adjusters in any of the CCMSI locations nationwide. The curriculum focuses on skills necessary to be successful in the insurance industry. After successfully completing the coursework in Terms 1 and 2, students may be eligible for a paid internship with CCMSI to further prepare them for a career as a claims adjuster.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		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.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		NA, this is first review		

<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>• Dr. Carl Bridges: Provost</li> <li>• Kristy Weaver, Part-time Instructor</li> <li>• Terri Cummings: Dean of Business and Technology</li> </ul> <p>C. Bridges provided employment and institutional data. T. Cummings provided program insight and reflection, compiled information, and wrote the report. K. Weaver provided input as part-time instructor</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following participants contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>• Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> </ul>
<p align="center"><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>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.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The certificate provides the appropriate amount of credit hours (30) to equip the students with the practical skills and theoretical knowledge for entry-level or career advancement in the careers for Claims Representative.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>No information was provided.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>NA, new certificate</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>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.</p>

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?)	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 instructor. 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 instructor 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
<b>Indicator 2:</b> <b>Cost Effectiveness</b> ( <i>see ICCB and system resources for cost-effectiveness:</i> <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>Costs to the institution associated with this program</li> <li>How costs compare to other similar programs on campus</li> <li>How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>Revenue Analysis</li> </ul>	<p>The primary costs to the institution associated with the Claims Representative Certificate include one part-time faculty salary and for the supplemental courses a full-time faculty member who teaches in their program. (Business Administrative Technology)</p> <p>This program began in FA 23. The college is paying for the program through tuition and fees. The student to faculty ratio has been 3:1.</p>

<ul style="list-style-type: none"> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	
2.2 What are the findings of the cost-effectiveness analysis?	This program is resource efficient with minimal overhead to the college.
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.	
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>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.</p> <p>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.</p>
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is one part-time faculty member that teaches many of the courses in this program. The college remains optimistic that enrollment will continue to increase.
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 monitor student affordability and program costs.
<b>Indicator 3: Quality</b>	<b>Response</b>

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Program courses are offered in the hybrid and online format on campus. No other delivery options are offered with this program.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. 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.</p> <p>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.</p> <p>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.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No.</p>



3.4 Does this program meet the definition of a <a href="#">career pathway program</a> ? 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.	No
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?	Not currently being utilized.
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?	CCMSI's LevelUP Program allows students can earn a certificate and complete a paid internship successfully and advance to a career in claims adjusting.  This opportunity improves the quality of the program by connecting the classroom learning with real-world applications, it can provide the practical experience, and assist them in developing essential career-readiness skills.
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
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.	Illinois does not require, however it is still recommended to obtain the Designated Home State DHS license for reciprocity with other states.
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?	A partnership from CCMSI has been initiated from the beginning of this program and has continued. An advisory board will be established in the near future.
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 part-time faculty member works in the field and receives her PD through her employer. She also attends the part-time faculty InService to learn about the academic items that are pertinent to her success.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	At 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?	
3.18 What assessment methods are used to ensure student success?	This program will be brought into the assessment cycles this fall.

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	
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?)	None at this time. This is something that we will look at soon.
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?	NA
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	An advisory committee needs to be formed.
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	
3.25 What are the program's strengths?	The strengths of this program are a part-time instructor who is in the industry currently who can share her knowledge first hand. It also allows for a seamless transition to employment.
3.26 What are the identified or potential weaknesses of the program?	
3.27 Did the review of program quality result in any actions or modifications? Please explain.	

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

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### 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	Claims Representative				
CIP Code	521701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	3	3		
Number of Completers					
Other (Please identify)					
<p>What disaggregated data was reviewed?</p> <p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>Program data was disaggregated by gender, race, socioeconomic status, age, and disability status.</p> <p>The disaggregated data show students are all female. The students identified 100% as white. All of the students are under of the age of 25. 100%) did not require accommodations. 100% did not require accommodations.</p>				

How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce or begin working on their family-owned farms. 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 of 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 mostly
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 county high schools that we serve.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program will begin the assessment process that has been implemented here at DACC that will allow us to dig further into the course offerings and the effectiveness. It will also begin conducting an advisory committee for those same results.

<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the part-time faculty member have agreed up on 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).
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
<b>Performance and Equity</b> 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.
<b>Resources Needed</b>	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.
<b>Responsibility</b> 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:		2000-2024		
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
Marketing	Degree	62	521804	<ul style="list-style-type: none"> <li>Digital Marketing Certificate</li> <li>Social Media Marketing Certificate</li> <li>Sports Marketing Certificate</li> </ul>
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.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<b>Program Learning Outcomes</b> <ul style="list-style-type: none"> <li>Students will apply fundamental marketing principles to navigate current marketing challenges.</li> <li>Students will design strategic integrated marketing communication plans for various brands and organizations.</li> <li>Students will analyze data available to marketers, as well as its impact on business decisions and consumers.</li> <li>Students will evaluate the impact various marketing tools and practices have on brands and society.</li> </ul> <b>Possible Occupations:</b> <ul style="list-style-type: none"> <li>First-Line Supervisors of Retail Sales Workers</li> <li>First-Line Supervisors of Non Retail Sales Workers</li> <li>Cashiers</li> <li>Parts Salespersons</li> </ul>		

	<ul style="list-style-type: none"> <li>● Retail Salespersons</li> <li>● Insurance Sales Agents</li> <li>● Sales Rep of Service (except advertising, insurance)</li> <li>● Sales Reps/Wholesale, Manufacturing, Scientific</li> </ul> <p><i>Note: The above list was supplied by the Institutional Research office; additional occupation opportunities exist for marketing students and should be explored for future program reviews. Examples of these include Advertising Sales Agent, Marketing Coordinator, Digital Marketing Specialist, Social Media Specialist, etc.</i></p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>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.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> <li>● Continued focus on recruitment and retention; continued effort to form new partnerships <ul style="list-style-type: none"> <li>○ 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. New courses targeted to high school students have been formed and recruiting efforts at local schools is in action. Additional partnerships with new advisory board members and local workforce have been made. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.</li> </ul> </li> <li>● Incorporating up-to-date technology within the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>○ While this will continue to remain an action item, strong efforts have been made to incorporate new technology and industry tools into the classroom. The marketing lab has been updated to a new hy-flex classroom. It also received a remodel including new equipment and layout to foster a more collaborative learning environment. In addition to the room, changes within course curriculum have also occurred. Faculty has incorporated simulations and simternships into most of the marketing courses. A variety of industry certifications have been built into the program, giving students the opportunity to experience up-to-date industry tools and software.</li> <li>● Implement community involvement projects and collaborative/hands-on learning components <ul style="list-style-type: none"> <li>○ As stated above, the marketing lab has been remodeled to foster collaborative learning environment, including group tables, whiteboard working stations, flexible seating arrangements, digital monitor stations, and more. Students have a various opportunities to experience real-world projects through course simulations/simternships and community volunteer projects with small, local businesses.</li> </ul> </li> </ul>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>● Department of Institutional Research</li> <li>● Terri Cummings; Dean of Business &amp; Technology</li> <li>● Jen Slavik; Marketing Professor/Lead Instructor</li> </ul> <p>The department of Institutional Research provided employment and institutional data. T. Cummings provided project guidance and reviewed final report submission. J. Slavik provided program insight, compiled information, and wrote the report.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> <li>● 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</li> </ul>

	<p>review, program objectives and future goals</p> <ul style="list-style-type: none"> <li>Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation</li> </ul>
	<p style="text-align: center;"><b>CTE Program Review Analysis</b></p> <p>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.</p>
<p>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.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Marketing AAS degree is 62 credits. The additional two credits include two separate four credit hour courses: MRKT 100 Principles of Marketing and MRKT 101 Principles of Advertising. These courses are foundational courses for the program, are transfer elective courses, and require more commitment from the students. Students take MRKT 100 and MRKT 101 their first semester to build a strong foundation of marketing skills and prepare for the remaining program courses.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>

1.1 What is the labor market demand for the program?  
Cite local and regional labor market information.

As of February 2025, the labor market projections reported by the US Bureau of Labor Statistics indicate the following:

- *First-Line Supervisors of Retail Sales Workers*: show an annual compound growth within our region of -0.4% and -0.5% in Illinois. There is a projected -4% employment change for the region and a -5% change for the state from 2020-2030.
- *First-Line Supervisors of Non Retail Sales Workers*: show an annual compound growth within our region of -0.9% and -0.2% in Illinois. There is a projected -9% employment change for the region and a -2% change for the state from 2020-2030.
- *Cashiers*: show an annual compound growth within our region of -0.4% and -1.0% in Illinois. There is a projected -4% employment change for the region and a -9% change for the state from 2020-2030.
- *Parts Salespersons*: show an annual compound growth within our region of N/A and .2% in Illinois. There is a projected N/A employment change for the region and a 2% change for the state from 2020-2030.
- *Retail Salespersons*: show an annual compound growth within our region of 0.7% and 0% in Illinois. There is a projected 7% employment change for the region and a 0% change for the state from 2020-2030.
- *Insurance Sales Agents*: show an annual compound growth within our region of -0.5% and 0% in Illinois. There is a projected -5% employment change for the region and a 2% change for the state from 2020-2030.
- *Sales Rep of Service (except advertising, insurance)*: show an annual compound growth within our region of 0.3% and 0.3% in Illinois. There is a projected 3% employment change for the region and a 3% change for the state from 2020-2030.
- *Sales Reps/Wholesale, Manufacturing, Scientific*: show an annual compound growth within our region of 0.3% and 0.2% in Illinois. There is a projected 3% employment change for the region and a 2% change for the state from 2020-2030.

\* *Regional and state data projection 2020-2023*

\* *Data excludes additional marketing occupations as noted above.*

	<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>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 marketing program and students. The field has also seen a rise in virtual positions; this opens additional opportunities for local graduates. Positions incorporating more digital marketing, social media, and analytics skills are 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.</p>
	<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Data is collected by the college's Institutional Research department. Formal reports are pulled from the US Bureau of Labor Statistics on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>
	<p>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?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Marketing program includes area high school students, G.E.D. students, small business owners, and local citizens in various business roles.</p>
	<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p> <p>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 Provost before submission to ICCB/HLC.</p>

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.	<p>The review highlighted the need to foster current partnerships and continue to build new partnerships within the field. In addition, course content and marketing electives could be reviewed.</p> <p><b>Actions to consider:</b></p> <ul style="list-style-type: none"><li>● Strengthen relationships and partnerships with local employers.</li><li>● Explore work-based partnerships with local employers promoting professional development and college credit.</li><li>● Investigate courses such as SEO, Marketing Management, Mobile Marketing as program elective courses.</li><li>● Build partnerships with four-year institutions to create 2+2 and/or 3+1 transfer opportunities.</li></ul>																		
<p><b>Indicator 2:</b> <b>Cost Effectiveness</b> (<i>see ICCB and system resources for cost-effectiveness:</i> <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p><b>Response</b></p>																		
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"><li>● Costs to the institution associated with this program</li><li>● How costs compare to other similar programs on campus</li><li>● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li><li>● Revenue Analysis</li><li>● Student to faculty ratio</li><li>● Course/section fill rates</li><li>● Enrollment trends</li><li>● Credit hours earned year to year</li><li>● Scheduling efficiency</li></ul>	<p>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, business subscriptions, and maintenance services. Credits include tuition and course fees.</p> <p>For the past five years, the marketing program has had a positive net income percentage.</p> <table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2020</td><td>484</td><td>10.6%</td></tr><tr><td>2021</td><td>653</td><td>3.0%</td></tr><tr><td>2022</td><td>595</td><td>3.2%</td></tr><tr><td>2023</td><td>606</td><td>25.8%</td></tr><tr><td>2024</td><td>789</td><td>103.2%</td></tr></table>	Fiscal Year	Credit Hours	Net Income Percent	2020	484	10.6%	2021	653	3.0%	2022	595	3.2%	2023	606	25.8%	2024	789	103.2%
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		<p>The program is funded through general education funds and technology bonds, and tuition/course fees.</p>
	<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage of the program was 29.16%</p> <p>The program has shown a positive net income over the past five years. The last two years have shown significant growth in income.</p>
	<p>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.</p>	<p>The program is primarily funded through the institution's general education fund and technology bonds.</p> <p>The program did receive Perkins grant funds in FY2021 (\$1,000) and FY2022 (\$1,583.28) to help with the marketing lab remodel and collaborative learning initiative.</p> <p>At this time, program costs are not funded by grant dollars.</p>
	<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>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.</p> <p>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 recent years, 100% of applicants have been 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.</p>

	<p>2.5 How will the college increase the cost-effectiveness of this program?</p>	<p>Expenses for the program are minimal and do not currently require review.</p> <p>Continued recruitment and partnership efforts should be prioritized to help increase student enrollment and total credit hours within the specific program. The recent modification and addition of stackable certificates may help increase interest for the program.</p>
	<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.</p>
	<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
	<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Program courses are offered in traditional face-to-face, hybrid, hyflex, 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. Hyflex sections allow for students to experience the face-to-face elements virtually, while providing a high level of flexibility. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p> <p>Courses are offered in a variety of 16-week and 8-week formats. Core program courses are also offered during summer sessions.</p> <p>Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.</p>
	<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Jen Slavik, 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</p>

	<p>assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary.</p> <p>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.</p> <p>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.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, the Marketing program is not yet an approved program of study under Perkins V.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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</p>	<p>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.</p> <p>Three stackable certificates fall under the parent degree of Marketing AAS:</p> <ul style="list-style-type: none"> <li>• Digital Marketing Certificate</li> <li>• Social Media Marketing Certificate</li> <li>• Sports Marketing Certificate</li> </ul> <p>These certificates provide additional exit points prior to completion of the degree.</p>

<p>based on the career pathway elements.</p>	
<p>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?</p>	<p>Students have the option of various teaching modalities for most of the marketing courses, allowing them to choose a format that best fits their learning style and life schedule.</p> <p>The classroom utilized for in-person instruction has recently been converted to a collaborative lab featuring group workstations and new technology, mimicking the workplace and creating a more interactive learning environment.</p> <p>Faculty has built relationships with community marketing professionals who have participated in the program as guest speakers, student mentors, and/or marketing campaign project leads. These engagements have offered students valuable insight into the marketing profession and opened up additional internship and professional opportunities.</p>
<p>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?</p>	<p>Dual credit is offered for all Marketing courses through dual enrollment of online and face-to-face coursework. These courses are offered by DACC faculty on the DACC campus and online. In some cases, DACC faculty have traveled to area high schools to offer on-site dual credit courses as well.</p> <p>Dual credit is also offered through partnerships with local high schools; courses are offered by qualified high school faculty.</p> <p>Area high schools that have partnered for dual credit opportunities specific to marketing courses include: Schlarman and Chrisman.</p> <p>In addition to core marketing courses, all area high school students have the opportunity to take a variety of required general education courses through online courses taught by DACC faculty or courses taught at partnership high schools.</p>

	<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Currently, there are no official work-based learning opportunities available within the marketing program. However, various courses within the program include community marketing projects where students partner with local brands to build marketing campaigns. In addition, opportunities often arise for select students such as job shadowing, mentorships, and internships with local organizations.</p> <p>Work-based learning opportunities empower the students with real-world experience. This hands-on learning helps students explore various areas of marketing 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.</p>
	<p>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).</p>	<p>No, industry accreditation is not required for this program.</p>
	<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>At this time, the following industry certifications are embedded within courses of the marketing program:</p> <ul style="list-style-type: none"> <li>• Stukent Digital Marketing Certification</li> <li>• Stukent NIL Compliance Certification</li> <li>• Stukent NIL Certification in Personal Branding</li> <li>• Google Ads Certification</li> <li>• Google Analytics Certification</li> <li>• HubSpot Inbound Marketing</li> <li>• HubSpot Content Marketing</li> <li>• HubSpot Social Media Marketing</li> <li>• HubSpot Digital Marketing</li> <li>• HubSpot Email Marketing</li> </ul>
	<p>3.10 Are there apprenticeship opportunities available through this</p>	<p>No apprenticeship opportunities are available at this time.</p>

	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.	N/A
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Currently, there are no IAI Articulation agreements in place for the program specific courses.</p> <p>The marketing faculty is diligently working to partner with various institutions for advanced degrees.</p>
	<p>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?</p> <p>What opportunities exist for other partnerships?</p>	<p>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. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with professionals and brands in the sports marketing industry should be explored to help boost content and opportunities for sports marketing students.</p> <p>Partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs should be explored to provide paths for transfer students.</p>
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	<p>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>● Open student computer labs on campus</li> </ul> <p>In addition, students have access to the following college services to ensure assistance outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>● Writing Center</li> <li>● Business and Technology Tutoring Center</li> <li>● Math and Science Tutoring Center</li> </ul>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>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.</p> <p>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.</p> <p>In addition, the college is in the process of creating a Teaching &amp; 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.</p> <p>Specific to this program, lead faculty Professor Jen Slavik has participated in a variety of professional development trainings for marketing professionals including Midwest Digital Marketing Conference and Student Marketing Webinars. Professor Slavik is also the Student Learning Assessment Champion and has attended and presented in numerous assessment conferences such as the HLC Assessment Institute and the University of Indiana Assessment Institute. In addition, Professor Slavik earned the National Master Professor ACUE Certification in 2024.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>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</p>



		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 marketing specific courses was recently renovated to a collaborative marketing lab including group workstations and computer stations.
	3.18 What assessment methods are used to ensure student success?	<p>Within the classroom, students are assessed through a variety of methods including written assessments, skills assessments, oral presentations, hands-on demonstrations, group projects, and capstone campaigns. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p> <p>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.</p>
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>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.</p>
	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?)	<p>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.</p> <p>Based on insights from recent student assessment reports, the marketing faculty has implemented strategic updates to enhance student engagement and career readiness. These improvements include a stronger emphasis on hands-on learning through the integration of simternships and interactive simulations across most core marketing courses. In addition, students will</p>

		experience more real-world application through expanded brand marketing projects—designed to develop practical skills, strategic thinking, and creative execution.
	<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>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.</p> <p>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.</p>
	<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee--made up of local employers, virtual employers, business owners, and program alum--meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, work-based learning, employment and industry trends, as well as other topics.</p> <p>Committee engagement could be improved by increasing the number of participants and reaching out to larger/national organizations for involvement.</p>
	<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The Marketing 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.</p> <p>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.</p> <p>As previously stated, local employers play a vital role in enriching the marketing program by offering students real-world insights and experiences. Through guest speaker appearances, industry professionals share current trends, challenges, and success stories directly from the field. Many also serve as</p>

		mentors, guiding students through their career development and offering personalized advice. Additionally, employers collaborate with students on live marketing campaign projects, providing hands-on experience with actual business goals and outcomes. These partnerships ensure the program stays industry-relevant while helping students build valuable connections and skills for their future careers.
	<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.</p>
	<p>3.25 What are the program's strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> <li>• The program lead, Professor Jen Slavik, holds a Master of Arts in Mass Communications with a specialization in Social Media Marketing. She also holds a Bachelor of Science in Elementary Education. She is a current business owner and continues to pursue professional development in both areas of marketing and education.</li> <li>• Small class sizes allow for significant instructor/student interaction, increasing student differentiation and engagement. The lead faculty teaches multiple courses within the program and has ample opportunity to foster strong relationships with students.</li> <li>• Community/employer connections have begun to foster a pipeline for graduates to employment.</li> <li>• Modernized, comprehensive curriculum prepares students for a variety of entry and mid-level marketing careers.</li> <li>• Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face, meeting different student learning and scheduling needs.</li> <li>• The program's stackable credentials is an excellent opportunity for students. Students may exit the program early with a credential; completers of the Marketing</li> </ul>

		AAS are also eligible for the three stackable certificates showcasing specific skills in Social Media Marketing, Digital Marketing, and/or Sports Marketing.
	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	Marketing AAS				
CIP Code	521804				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	34	28	18	20	19

Number of Completers	7	5	4	6	0
Other (Please identify)	FY 20	FY 21	FY 22	FY 23	FY 24
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>The above data is reflective of the program's enrollment and completion rates.</p> <p>Program data was disaggregated by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment of Marketing the program.</p> <p>The disaggregated data show students are nearly half male and half female, with slight variation in some years, the students are nearly split equally in this demographic, with the largest gap in FY24 with 40% male and 60% female.</p> <p>Ethnic diversity has been on the rise, showing an increase in diverse students throughout the program. In FY20, 61.76% of students identified as white, 26.32% identified as black, and 8.82% identified as Hispanic. In FY24, 47.37% of students identified as white, 31.58% identified as black, 10.53% identified as Hispanic, and 10% identified as Other or Unknown.</p> <p>The majority of students are over the age of 25, averaging 56.286% for the five years; followed by 20-25yrs averaging 6.8%, and Under 20yrs averaging just 3.2%.</p> <p>Oth</p> <p>During the five year span, the amount of pell eligible students varied. Other than FY24, the majority of students were not pell eligible. FY20-22 showed less need with an average of only 31.9% of students pell eligible. FY23-24 showed an increase showing 65% and 52.63% pell eligible.</p> <p>The majority of students do not require accommodations. In fact, FY20 was the only year of the five year span in which students required accommodations, 2.94% specifically.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The main 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, which has shown in graduate job placement. However, additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and high schools to build a strong pipeline of students entering the program.</p> <p>A recent recruitment goal for the program has been focused on reaching area</p>				

	high school students. While the numbers are still low, this data shows the steady increase each year in students Under 20, ranging from 2.92% in FY20 to 21.05% in FY24.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> <li>Completion Rates: FY20 0%   FY21 10.71%   FY22 22.22%   FY23 30.0%   FY24 0% </li> <li>Retention Rates: Fall to Spring Retention is as follows: FY20 29.41%   FY21 35.71%   FY22 50.0%   FY23 35.0%   FY24 0%  </li> <li>Retention Rates: Fall to Fall Retention is as follows: FY 20 23.53%   FY21 25.0%   FY22 27.78%   FY23 20.0%   FY24 0%</li> </ul>
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.	<p>The pandemic likely played a role in 2020; however, the college will need to examine 2024 more closely and monitor these rates moving forward. There was a great amount of turn over in Advising and Institutional Research during this period which may have contributed to the findings.</p> <p>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.</p> <p>Additional efforts should be increased for faculty and advisor communication. The above data shows zero completions for 2024; however, students were eligible for graduation that didn't show completion. Increasing communication efforts between students, faculty, and advising could help create clearer pathways to graduation requirements.</p> <p>Efforts to increase retention should also be explored.</p>
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, gender, and socioeconomic levels.
Are the students served in this program representative of the district population? Please	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, gender, and socioeconomic levels.

	explain.	
	<b>Review Results</b>	
	<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
	<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Although the program is currently experiencing low enrollment and completion rates, credit hours have continued to increase and recent changes should propel its trajectory. Continuing the Marketing program with focus on the below action steps will help strengthen the opportunity for additional enrollment and program growth.
	<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. <b>Investigate program data integrity</b> - efforts will take place 2025-26 academic year until resolved           <ol style="list-style-type: none"> <li>a. Work with Division Dean and Institutional Research to review program data collection parameters and accuracy</li> <li>b. Work with Division Dean and Institutional Research to identify accurate job positions for labor projection reporting</li> </ol> </li> <li>2. <b>Strengthen community relationships</b> - efforts will begin immediately and continue throughout the following academic years           <ol style="list-style-type: none"> <li>a. Recruit and refine participants for the program Advisory Board Committee</li> <li>b. Build stronger relationships with active Advisory Board members</li> <li>c. Discuss options for possible partnership for on-the-job training programs with local employers</li> </ol> </li> <li>3. <b>Boost student recruitment efforts</b> – efforts will begin immediately and continue throughout the following academic years           <ol style="list-style-type: none"> <li>a. Complete a program marketing video/share on various marketing avenues</li> <li>b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities</li> <li>c. Collaborate with marketing department on potential</li> </ol> </li> </ol>



		<p>marketing campaigns</p> <p>d. Strengthen relationships with local organizations and employers in order to develop an additional pipeline of students into the program</p> <p>4. <b>Explore curriculum and development of additional courses and/or certificates under the AAS degree</b> – efforts will begin in the 2025-26 academic year and continue throughout the next few academic years</p> <p>a. Review marketing curriculum and explore potential changes in course sequence, offerings, etc.</p> <p>b. Explore competency based learning approach for core program courses</p> <p>c. Investigate potential collaboration on Web Design certificate to combine courses offered and offer SEO course</p> <p>d. Investigate potential interest in additional courses: Affiliate Marketing, Service Marketing, Mobile Marketing, Marketing Management</p> <p>5. <b>Explore transfer articulation agreements with 4yr institutions</b>—efforts will begin in the 2025-26 academic year and continue throughout the next few academic years</p> <p>a. Pursue 2+2 transfer agreements with 4yr Illinois Institutions</p> <p>b. Pursue 3+1 transfer agreement with Franklin University</p>
	<p><b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
	<p><b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>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 Marketing classroom has been equipped as a collaborative working lab with the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as needed.</p> <p>All of the core program courses include textbook fees within the tuition; this eliminates barriers for students unable to purchase books. In these cases, students' books are available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>

	<b>Resources Needed</b>	At this time, known resources that may be called upon are the Division Dean, DACC marketing department, college recruiter, advising department, and technology faculty. External resources will likely include a variety of local employers.
	<b>Responsibility</b> 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:		2000-2024		
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
Digital Marketing	Certificate	20	521804	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<b>Program Learning Outcomes</b> <ul style="list-style-type: none"> <li>Students will apply fundamental marketing principles to navigate current marketing challenges.</li> <li>Students will design strategic integrated marketing communication plans for various brands and organizations.</li> <li>Students will analyze data available to marketers, as well as its impact on business decisions and consumers.</li> <li>Students will evaluate the impact various marketing tools and practices have on brands and society.</li> </ul> <b>Possible Occupations:</b> <ul style="list-style-type: none"> <li>First-Line Supervisors of Retail Sales Workers</li> <li>First-Line Supervisors of Non Retail Sales Workers</li> <li>Cashiers</li> <li>Parts Salespersons</li> <li>Retail Salespersons</li> <li>Insurance Sales Agents</li> <li>Sales Rep of Service (except advertising, insurance)</li> <li>Sales Reps/Wholesale, Manufacturing, Scientific</li> </ul>		

	<p><i>Note: The above list was supplied by the office of Institutional Research; additional occupation opportunities exist for digital marketing students and should be explored for future program reviews. Examples of these include Advertising Sales Agent, Marketing Coordinator, Digital Marketing Specialist, Social Media Specialist, etc.</i></p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>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.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> <li>● Continued focus on recruitment and retention; continued effort to form new partnerships <ul style="list-style-type: none"> <li>○ 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. New courses targeted to high school students have been formed and recruiting efforts at local schools is in action. Additional partnerships with new advisory board members and local workforce have been made. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.</li> </ul> </li> <li>● Incorporating up-to-date technology within the classroom <ul style="list-style-type: none"> <li>○ While this will continue to remain an action item, strong efforts have been made to incorporate new technology and industry tools into the classroom. The marketing lab has been updated to a new hy-flex classroom. It also</li> </ul> </li> </ul>

	<p>received a remodel including new equipment and layout to foster a more collaborative learning environment. In addition to the room, changes within course curriculum have also occurred. Faculty has incorporated simulations and simternships into most of the marketing courses. A variety of industry certifications have been built into the program, giving students the opportunity to experience up-to-date industry tools and software.</p> <ul style="list-style-type: none"> <li>● Implement community involvement projects and collaborative/hands-on learning components <ul style="list-style-type: none"> <li>○ As stated above, the marketing lab has been remodeled to foster collaborative learning environment, including group tables, whiteboard working stations, flexible seating arrangements, digital monitor stations, and more. Students have a various opportunities to experience real-world projects through course simulations/simternships and community volunteer projects with small, local businesses.</li> </ul> </li> </ul>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>● Department of Institutional Research</li> <li>● Terri Cummings; Dean of Business &amp; Technology</li> <li>● Jen Slavik; Marketing Professor/Lead Instructor</li> </ul> <p>The department of Institutional Research provided employment and institutional data. T. Cummings provided project guidance and reviewed final report submission. J. Slavik provided program insight, compiled information, and wrote the report.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> <li>● 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</li> <li>● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation</li> </ul>

<h3 style="text-align: center;">CTE Program Review Analysis</h3> <p>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.</p>	
<p>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.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Digital Marketing Certificate is 20 credit hours.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of February 2025, the labor market projections reported by the US Bureau of Labor Statistics indicate the following:</p> <ul style="list-style-type: none"> <li>• <i>First-Line Supervisors of Retail Sales Workers</i>: show an annual compound growth within our region of -0.4% and -0.5% in Illinois. There is a projected -4% employment change for the region and a -5% change for the state from 2020-2030.</li> <li>• <i>First-Line Supervisors of Non Retail Sales Workers</i>: show an annual compound growth within our region of -0.9% and -0.2% in Illinois. There is a projected -9% employment change for the region and a -2% change for the state from 2020-2030.</li> <li>• <i>Cashiers</i>: show an annual compound growth within our region of -0.4% and -1.0% in Illinois. There is a projected -4% employment change for the region and a -9% change for the state from 2020-2030.</li> <li>• <i>Parts Salespersons</i>: show an annual compound growth within our region of N/A and .2% in Illinois. There is a projected N/A employment change for the region and a 2% change for the state from 2020-2030.</li> <li>• <i>Retail Salespersons</i>: show an annual compound growth within our region of 0.7% and 0% in Illinois. There is a projected 7% employment change for the region and a 0% change for the state from 2020-2030.</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Insurance Sales Agents</i>: show an annual compound growth within our region of -0.5% and 0% in Illinois. There is a projected -5% employment change for the region and a 2% change for the state from 2020-2030.</li> <li>• <i>Sales Rep of Service (except advertising, insurance)</i>: show an annual compound growth within our region of 0.3% and 0.3% in Illinois. There is a projected 3% employment change for the region and a 3% change for the state from 2020-2030.</li> <li>• <i>Sales Reps/Wholesale, Manufacturing, Scientific</i>: show an annual compound growth within our region of 0.3% and 0.2% in Illinois. There is a projected 3% employment change for the region and a 2% change for the state from 2020-2030.</li> </ul> <p>* <i>Regional and state data projection 2020-2023</i>  * <i>Data excludes additional marketing occupations as noted above.</i></p>
	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 marketing program and students. The field has also seen a rise in virtual positions; this opens additional opportunities for local graduates. Positions incorporating more digital marketing, social media, and analytics skills are 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?	Data is collected by the college's Institutional Research department. Formal reports are pulled from the US Bureau of Labor Statistics 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 Marketing program includes area high school students, G.E.D. students, small business owners, and local citizens in various business roles.



<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p> <p>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 Provost before submission to ICCB/HLC.</p>
<p>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.</p>	<p>The review highlighted the need to foster current partnerships and continue to build new partnerships within the field. In addition, course content and marketing electives could be reviewed.</p> <p><b>Actions to consider:</b></p> <ul style="list-style-type: none"> <li>• Strengthen relationships and partnerships with local employers.</li> <li>• Explore work-based partnerships with local employers promoting professional development and college credit.</li> <li>• Investigate courses such as SEO as possible addition to certificate.</li> </ul>
<p><b>Indicator 2:</b>  <b>Cost Effectiveness</b> <i>(see ICCB and system resources for cost-effectiveness:</i>  <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a><i>)</i></p>	<p><b>Response</b></p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"><li>● Costs to the institution associated with this program</li><li>● How costs compare to other similar programs on campus</li><li>● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li><li>● Revenue Analysis</li><li>● Student to faculty ratio</li><li>● Course/section fill rates</li><li>● Enrollment trends</li><li>● Credit hours earned year to year</li><li>● Scheduling efficiency</li></ul>	<p>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, business subscriptions, and maintenance services. Credits include tuition and course fees.</p> <p>For the past five years, the marketing program has had a positive net income percentage.</p> <table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2020</td><td>484</td><td>10.6%</td></tr><tr><td>2021</td><td>653</td><td>3.0%</td></tr><tr><td>2022</td><td>595</td><td>3.2%</td></tr><tr><td>2023</td><td>606</td><td>25.8%</td></tr><tr><td>2024</td><td>789</td><td>103.2%</td></tr></table> <p>The program is funded through general education funds and technology bonds, and tuition/course fees.</p>	Fiscal Year	Credit Hours	Net Income Percent	2020	484	10.6%	2021	653	3.0%	2022	595	3.2%	2023	606	25.8%	2024	789	103.2%
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage of the program was 29.16%</p> <p>The program has shown a positive net income over the past five years. The last two years have shown significant growth in income.</p>																		
<p>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.</p>	<p>The marketing program is primarily funded through the institution’s general education fund and technology bonds.</p> <p>The marketing program did receive Perkins grant funds in FY2021 (\$1,000) and FY2022 (\$1,583.28) to help with the marketing lab remodel and collaborative learning initiative.</p> <p>At this time, program costs are not funded by grant dollars.</p>																		

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>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.</p> <p>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 recent years, 100% of applicants have been 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.</p>
<p>2.5 How will the college increase the cost-effectiveness of this program?</p>	<p>Expenses for the program are minimal and do not currently require review.</p> <p>Continued recruitment and partnership efforts should be prioritized to help increase student enrollment and total credit hours within the specific program. The recent modification and addition of stackable certificates may help increase interest for the program.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Program courses are offered in traditional face-to-face, hybrid, hyflex, 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. Hyflex sections allow for students to experience the face-to-face elements virtually, while providing a high level of flexibility. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p>

	<p>Courses are offered in a variety of 16-week and 8-week formats. Core program courses are also offered during summer sessions.</p> <p>Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Jen Slavik, 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.</p> <p>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.</p> <p>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.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study</p>	<p>No, the Marketing program is not yet an approved program of study under Perkins V.</p>

	implementation.	
	<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>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.</p> <p>This certificate is one of three stackable certificates that fall under the parent degree of Marketing AAS:</p> <ul style="list-style-type: none"> <li>• Digital Marketing Certificate</li> <li>• Social Media Marketing Certificate</li> <li>• Sports Marketing Certificate</li> </ul> <p>Each certificate provides additional exit point prior to completion of the degree.</p>
	<p>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?</p>	<p>Students have the option of various teaching modalities for most of the marketing courses, allowing them to choose a format that best fits their learning style and life schedule.</p> <p>The classroom utilized for in-person instruction has recently been converted to a collaborative lab featuring group workstations and new technology, mimicking the workplace and creating a more interactive learning environment.</p> <p>Faculty has built relationships with community marketing professionals who have participated in the program as guest speakers, student mentors, and/or marketing campaign project leads. These engagements have offered students valuable insight into the marketing profession and opened up additional internship and professional opportunities.</p>
	<p>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?</p>	<p>Dual credit is offered for all Marketing courses through dual enrollment of online and face-to-face coursework. These courses are offered by DACC faculty on the DACC campus and online. In some cases, DACC faculty have traveled to area high schools to offer on-site dual credit courses as well.</p> <p>Dual credit is also offered through partnerships with local high schools; courses are offered by qualified high school faculty.</p>

		<p>Area high schools that have partnered for dual credit opportunities specific to marketing courses include: Schlarman and Chrisman.</p> <p>In addition to core marketing courses, all area high school students have the opportunity to take a variety of required general education courses through online courses taught by DACC faculty or courses taught at partnership high schools.</p>
	<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Currently, there are no official work-based learning opportunities available within the program. However, various courses within the program include community marketing projects where students partner with local brands to build marketing campaigns. In addition, opportunities often arise for select students such as job shadowing, mentorships, and internships with local organizations.</p> <p>Work-based learning opportunities empower the students with real-world experience. This hands-on learning helps students explore various areas of marketing 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.</p>
	<p>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).</p>	<p>No, industry accreditation is not required for this program.</p>
	<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>At this time, the following industry certifications are embedded within the digital marketing certificate:</p> <ul style="list-style-type: none"> <li>• Stukent Digital Marketing Certification</li> <li>• Google Ads Certification</li> <li>• HubSpot Digital Marketing</li> <li>• HubSpot Email Marketing</li> </ul>
	<p>3.10 Are there apprenticeship opportunities available through this</p>	<p>No apprenticeship opportunities are available at this time.</p>

	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.	N/A
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Currently, there are no IAI Articulation agreements in place for the program specific courses.</p> <p>The marketing faculty is diligently working to partner with various institutions for advanced degrees.</p>
	<p>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?</p> <p>What opportunities exist for other partnerships?</p>	<p>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. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with professionals and brands in the sports marketing industry should be explored to help boost content and opportunities for sports marketing students.</p> <p>Partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs should be explored to provide paths for transfer students.</p>
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	<p>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>



	<ul style="list-style-type: none"> <li>● Open student computer labs on campus</li> </ul> <p>In addition, students have access to the following college services to ensure assistance outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>● Writing Center</li> <li>● Business and Technology Tutoring Center</li> <li>● Math and Science Tutoring Center</li> </ul>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>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.</p> <p>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.</p> <p>In addition, the college is in the process of creating a Teaching &amp; 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.</p> <p>Specific to this program, lead faculty Professor Jen Slavik has participated in a variety of professional development trainings for marketing professionals including Midwest Digital Marketing Conference and Student Marketing Webinars. Professor Slavik is also the Student Learning Assessment Champion and has attended and presented in numerous assessment conferences such as the HLC Assessment Institute and the University of Indiana Assessment Institute. In addition, Professor Slavik earned the National Master Professor ACUE Certification in 2024.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>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</p>

		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 marketing specific courses was recently renovated to a collaborative marketing lab including group workstations and computer stations.
	3.18 What assessment methods are used to ensure student success?	<p>Within the classroom, students are assessed through a variety of methods including written assessments, skills assessments, oral presentations, hands-on demonstrations, group projects, and capstone campaigns. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p> <p>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.</p>
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>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.</p>
	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?)	<p>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.</p> <p>Based on insights from recent student assessment reports, the marketing faculty has implemented strategic updates to enhance student engagement and career readiness. These improvements include a stronger emphasis on hands-on learning through the integration of simternships and interactive simulations across most core marketing courses. In addition, students will</p>

		experience more real-world application through expanded brand marketing projects—designed to develop practical skills, strategic thinking, and creative execution.
	<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>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.</p> <p>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.</p>
	<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee--made up of local employers, virtual employers, business owners, and program alum--meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, work-based learning, employment and industry trends, as well as other topics.</p> <p>Committee engagement could be improved by increasing the number of participants and reaching out to larger/national organizations for involvement.</p>
	<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The Marketing 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.</p> <p>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.</p> <p>As previously stated, local employers play a vital role in enriching the marketing program by offering students real-world insights and experiences. Through guest speaker appearances, industry professionals share current trends, challenges, and success stories directly from the field. Many also serve as</p>

		mentors, guiding students through their career development and offering personalized advice. Additionally, employers collaborate with students on live marketing campaign projects, providing hands-on experience with actual business goals and outcomes. These partnerships ensure the program stays industry-relevant while helping students build valuable connections and skills for their future careers.
	<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.</p>
	<p>3.25 What are the program's strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> <li>• The program lead, Professor Jen Slavik, holds a Master of Arts in Mass Communications with a specialization in Social Media Marketing. She also holds a Bachelor of Science in Elementary Education. She is a current business owner and continues to pursue professional development in both areas of marketing and education.</li> <li>• Small class sizes allow for significant instructor/student interaction, increasing student differentiation and engagement. The lead faculty teaches multiple courses within the program and has ample opportunity to foster strong relationships with students.</li> <li>• Community/employer connections have begun to foster a pipeline for graduates to employment.</li> <li>• Modernized, comprehensive curriculum prepares students for a variety of entry and mid-level marketing careers.</li> <li>• Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face, meeting different student learning and scheduling needs.</li> <li>• The program's stackable credentials is an excellent opportunity for students. Students may exit the program early with a credential; completers of the Marketing</li> </ul>

		AAS are also eligible for the three stackable certificates showcasing specific skills in Social Media Marketing, Digital Marketing, and/or Sports Marketing.
	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	Digital Marketing Certificate				
CIP Code	521804				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0

Number of Completers	0	0	0	0	0
Other (Please identify)	FY 20	FY 21	FY 22	FY 23	FY 24
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>The above data was reported for the program's enrollment and completion rates. The accuracy of this data is being investigated as completions have occurred. The college will continue to investigate this and correct reporting as necessary.</p> <p><i>Note: The remaining data and reflections below encompass the marketing program as a whole; it is not specific to the certificate.</i></p> <p>Program data was disaggregated by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment of Marketing the program.</p> <p>The disaggregated data show students are nearly half male and half female, with slight variation in some years, the students are nearly split equally in this demographic, with the largest gap in FY24 with 40% male and 60% female.</p> <p>Ethnic diversity has been on the rise, showing an increase in diverse students throughout the program. In FY20, 61.76% of students identified as white, 26.32% identified as black, and 8.82% identified as Hispanic. In FY24, 47.37% of students identified as white, 31.58% identified as black, 10.53% identified as Hispanic, and 10% identified as Other or Unknown.</p> <p>The majority of students are over the age of 25, averaging 56.286% for the five years; followed by 20-25yrs averaging 6.8%, and Under 20yrs averaging just 3.2%.</p> <p>Oth</p> <p>During the five year span, the amount of pell eligible students varied. Other than FY24, the majority of students were not pell eligible. FY20-22 showed less need with an average of only 31.9% of students pell eligible. FY23-24 showed an increase showing 65% and 52.63% pell eligible.</p> <p>The majority of students do not require accommodations. In fact, FY20 was the only year of the five year span in which students required accommodations, 2.94% specifically.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The main 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, which has shown in graduate job placement. However, additional ideas are being</p>				

	<p>discussed by program faculty to expand pathways and partnerships between local employers and high schools to build a strong pipeline of students entering the program.</p> <p>A recent recruitment goal for the program has been focused on reaching area high school students. While the numbers are still low, this data shows the steady increase each year in students Under 20, ranging from 2.92% in FY20 to 21.05% in FY24.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> <li>• Completion Rates: FY20 0%   FY21 10.71%   FY22 22.22%   FY23 30.0%   FY24 0% </li> <li>• Retention Rates: Fall to Spring Retention is as follows: FY20 29.41%   FY21 35.71%   FY22 50.0%   FY23 35.0%   FY24 0%  </li> <li>• Retention Rates: Fall to Fall Retention is as follows: FY 20 23.53%   FY21 25.0%   FY22 27.78%   FY23 20.0%   FY24 0%</li> </ul>
<p>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.</p>	<p>The pandemic likely played a role in 2020; however, the college will need to examine 2024 more closely and monitor these rates moving forward. There was a great amount of turn over in Advising and Institutional Research during this period which may have contributed to the findings.</p> <p>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.</p> <p>Additional efforts should be increased for faculty and advisor communication. The above data shows zero completions for 2024; however, students were eligible for graduation that didn't show completion. Increasing communication efforts between students, faculty, and advising could help create clearer pathways to graduation requirements.</p> <p>Efforts to increase retention should also be explored.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>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, gender, and socioeconomic levels.</p>



	<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>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, gender, and socioeconomic levels.</p>
	<p style="text-align: center;"><b>Review Results</b></p>	
	<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
	<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>Although the program is currently experiencing low enrollment and completion rates, credit hours have continued to increase and recent changes should propel its trajectory. Continuing the Marketing program with focus on the below action steps will help strengthen the opportunity for additional enrollment and program growth.</p>
	<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> <li>1. <b>Investigate program data integrity</b> - efforts will take place 2025-26 academic year until resolved             <ol style="list-style-type: none"> <li>a. Work with Division Dean and Institutional Research to review program data collection parameters and accuracy</li> <li>b. Work with Division Dean and Institutional Research to identify accurate job positions for labor projection reporting</li> </ol> </li> <li>2. <b>Strengthen community relationships</b> - efforts will begin immediately and continue throughout the following academic years             <ol style="list-style-type: none"> <li>a. Recruit and refine participants for the program Advisory Board Committee</li> <li>b. Build stronger relationships with active Advisory Board members</li> <li>c. Discuss options for possible partnership for on-the-job training programs with local employers</li> </ol> </li> <li>3. <b>Boost student recruitment efforts</b> – efforts will begin immediately and continue throughout the following academic years             <ol style="list-style-type: none"> <li>a. Complete a program marketing video/share on various marketing avenues</li> <li>b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>c. Collaborate with marketing department on potential marketing campaigns</li> <li>d. Strengthen relationships with local organizations and employers in order to develop an additional pipeline of students into the program</li> </ul> <p>4. <b>Explore curriculum and development of additional courses and/or certificates under the AAS degree</b> – efforts will begin in the 2025-26 academic year and continue throughout the next few academic years</p> <ul style="list-style-type: none"> <li>a. Review marketing curriculum and explore potential changes in course sequence, offerings, etc.</li> <li>b. Explore competency based learning approach for core program courses</li> <li>c. Investigate potential interest and need for additional courses: Affiliate Marketing, Mobile Marketing, SEO</li> </ul>
	<b>Program Objectives</b> 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.
	<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>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 Marketing classroom has been equipped as a collaborative working lab with the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as needed.</p> <p>All of the core program courses include textbook fees within the tuition; this eliminates barriers for students unable to purchase books. In these cases, students' books are available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
	<b>Resources Needed</b>	At this time, known resources that may be called upon are the Division Dean, DACC marketing department, college recruiter, advising department, and technology faculty. External resources will likely include a variety of local employers.

	<b>Responsibility</b> 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.
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Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2000-2024		
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
Social Media Marketing	Certificate	16	521804	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<b>Program Learning Outcomes</b> <ul style="list-style-type: none"> <li>Students will apply fundamental marketing principles to navigate current marketing challenges.</li> <li>Students will design strategic integrated marketing communication plans for various brands and organizations.</li> <li>Students will analyze data available to marketers, as well as its impact on business decisions and consumers.</li> <li>Students will evaluate the impact various marketing tools and practices have on brands and society.</li> </ul> <b>Possible Occupations:</b> <ul style="list-style-type: none"> <li>First-Line Supervisors of Retail Sales Workers</li> <li>First-Line Supervisors of Non Retail Sales Workers</li> <li>Cashiers</li> <li>Parts Salespersons</li> <li>Retail Salespersons</li> <li>Insurance Sales Agents</li> <li>Sales Rep of Service (except advertising, insurance)</li> <li>Sales Reps/Wholesale, Manufacturing, Scientific</li> </ul>		

	<p><i>Note: The above list was supplied by the office of Institutional Research; additional occupation opportunities exist for digital marketing students and should be explored for future program reviews. Examples of these include Advertising Sales Agent, Marketing Coordinator, Digital Marketing Specialist, Social Media Specialist, etc.</i></p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>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.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> <li>● Continued focus on recruitment and retention; continued effort to form new partnerships <ul style="list-style-type: none"> <li>○ 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. New courses targeted to high school students have been formed and recruiting efforts at local schools is in action. Additional partnerships with new advisory board members and local workforce have been made. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.</li> </ul> </li> <li>● Incorporating up-to-date technology within the classroom <ul style="list-style-type: none"> <li>○ While this will continue to remain an action item, strong efforts have been made to incorporate new technology and industry tools into the classroom. The marketing lab has been updated to a new hy-flex classroom. It also</li> </ul> </li> </ul>

	<p>received a remodel including new equipment and layout to foster a more collaborative learning environment. In addition to the room, changes within course curriculum have also occurred. Faculty has incorporated simulations and simternships into most of the marketing courses. A variety of industry certifications have been built into the program, giving students the opportunity to experience up-to-date industry tools and software.</p> <ul style="list-style-type: none"> <li>● Implement community involvement projects and collaborative/hands-on learning components <ul style="list-style-type: none"> <li>○ As stated above, the marketing lab has been remodeled to foster collaborative learning environment, including group tables, whiteboard working stations, flexible seating arrangements, digital monitor stations, and more. Students have a various opportunities to experience real-world projects through course simulations/simternships and community volunteer projects with small, local businesses.</li> </ul> </li> </ul>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>● Department of Institutional Research</li> <li>● Terri Cummings; Dean of Business &amp; Technology</li> <li>● Jen Slavik; Marketing Professor/Lead Instructor</li> </ul> <p>The department of Institutional Research provided employment and institutional data. T. Cummings provided project guidance and reviewed final report submission. J. Slavik provided program insight, compiled information, and wrote the report.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> <li>● 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</li> <li>● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation</li> </ul>

<h2 style="text-align: center;">CTE Program Review Analysis</h2> <p>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.</p>	
<p>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.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Social Media Marketing Certificate is 16 credit hours.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of February 2025, the labor market projections reported by the US Bureau of Labor Statistics indicate the following:</p> <ul style="list-style-type: none"> <li>• <i>First-Line Supervisors of Retail Sales Workers</i>: show an annual compound growth within our region of -0.4% and -0.5% in Illinois. There is a projected -4% employment change for the region and a -5% change for the state from 2020-2030.</li> <li>• <i>First-Line Supervisors of Non Retail Sales Workers</i>: show an annual compound growth within our region of -0.9% and -0.2% in Illinois. There is a projected -9% employment change for the region and a -2% change for the state from 2020-2030.</li> <li>• <i>Cashiers</i>: show an annual compound growth within our region of -0.4% and -1.0% in Illinois. There is a projected -4% employment change for the region and a -9% change for the state from 2020-2030.</li> <li>• <i>Parts Salespersons</i>: show an annual compound growth within our region of N/A and .2% in Illinois. There is a projected N/A employment change for the region and a 2% change for the state from 2020-2030.</li> <li>• <i>Retail Salespersons</i>: show an annual compound growth within our region of 0.7% and 0% in Illinois. There is a projected 7% employment change for the region and a 0% change for the state from 2020-2030.</li> </ul>



		<ul style="list-style-type: none"> <li>• <i>Insurance Sales Agents</i>: show an annual compound growth within our region of -0.5% and 0% in Illinois. There is a projected -5% employment change for the region and a 2% change for the state from 2020-2030.</li> <li>• <i>Sales Rep of Service (except advertising, insurance)</i>: show an annual compound growth within our region of 0.3% and 0.3% in Illinois. There is a projected 3% employment change for the region and a 3% change for the state from 2020-2030.</li> <li>• <i>Sales Reps/Wholesale, Manufacturing, Scientific</i>: show an annual compound growth within our region of 0.3% and 0.2% in Illinois. There is a projected 3% employment change for the region and a 2% change for the state from 2020-2030.</li> </ul> <p>* <i>Regional and state data projection 2020-2023</i>  * <i>Data excludes additional marketing occupations as noted above.</i></p>
	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 marketing program and students. The field has also seen a rise in virtual positions; this opens additional opportunities for local graduates. Positions incorporating more digital marketing, social media, and analytics skills are 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?	Data is collected by the college's Institutional Research department. Formal reports are pulled from the US Bureau of Labor Statistics 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 Marketing program includes area high school students, G.E.D. students, small business owners, and local citizens in various business roles.

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p> <p>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 Provost before submission to ICCB/HLC.</p>
<p>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.</p>	<p>The review highlighted the need to foster current partnerships and continue to build new partnerships within the field. In addition, course content and marketing electives could be reviewed.</p> <p><b>Actions to consider:</b></p> <ul style="list-style-type: none"> <li>• Strengthen relationships and partnerships with local employers.</li> <li>• Explore work-based partnerships with local employers promoting professional development and college credit.</li> <li>• Investigate courses such as Affiliate Marketing as possible addition to certificate.</li> </ul>
<p><b>Indicator 2:</b>  <b>Cost Effectiveness</b> (<i>see ICCB and system resources for cost-effectiveness:</i>  <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p><b>Response</b></p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"><li>● Costs to the institution associated with this program</li><li>● How costs compare to other similar programs on campus</li><li>● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li><li>● Revenue Analysis</li><li>● Student to faculty ratio</li><li>● Course/section fill rates</li><li>● Enrollment trends</li><li>● Credit hours earned year to year</li><li>● Scheduling efficiency</li></ul>	<p>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, business subscriptions, and maintenance services. Credits include tuition and course fees.</p> <p>For the past five years, the marketing program has had a positive net income percentage.</p> <table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2020</td><td>484</td><td>10.6%</td></tr><tr><td>2021</td><td>653</td><td>3.0%</td></tr><tr><td>2022</td><td>595</td><td>3.2%</td></tr><tr><td>2023</td><td>606</td><td>25.8%</td></tr><tr><td>2024</td><td>789</td><td>103.2%</td></tr></table> <p>The program is funded through general education funds and technology bonds, and tuition/course fees.</p>	Fiscal Year	Credit Hours	Net Income Percent	2020	484	10.6%	2021	653	3.0%	2022	595	3.2%	2023	606	25.8%	2024	789	103.2%
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage of the program was 29.16%</p> <p>The program has shown a positive net income over the past five years. The last two years have shown significant growth in income.</p>																		
<p>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.</p>	<p>The marketing program is primarily funded through the institution’s general education fund and technology bonds.</p> <p>The marketing program did receive Perkins grant funds in FY2021 (\$1,000) and FY2022 (\$1,583.28) to help with the marketing lab remodel and collaborative learning initiative.</p> <p>At this time, program costs are not funded by grant dollars.</p>																		

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>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.</p> <p>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 recent years, 100% of applicants have been 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.</p>
<p>2.5 How will the college increase the cost-effectiveness of this program?</p>	<p>Expenses for the program are minimal and do not currently require review.</p> <p>Continued recruitment and partnership efforts should be prioritized to help increase student enrollment and total credit hours within the specific program. The recent modification and addition of stackable certificates may help increase interest for the program.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Program courses are offered in traditional face-to-face, hybrid, hyflex, 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. Hyflex sections allow for students to experience the face-to-face elements virtually, while providing a high level of flexibility. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p>

	<p>Courses are offered in a variety of 16-week and 8-week formats. Core program courses are also offered during summer sessions.</p> <p>Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Jen Slavik, 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.</p> <p>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.</p> <p>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.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study</p>	<p>No, the Marketing program is not yet an approved program of study under Perkins V.</p>

	implementation.	
	<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>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.</p> <p>This certificate is one of three stackable certificates that fall under the parent degree of Marketing AAS:</p> <ul style="list-style-type: none"> <li>• Digital Marketing Certificate</li> <li>• Social Media Marketing Certificate</li> <li>• Sports Marketing Certificate</li> </ul> <p>Each certificate provides additional exit point prior to completion of the degree.</p>
	<p>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?</p>	<p>Students have the option of various teaching modalities for most of the marketing courses, allowing them to choose a format that best fits their learning style and life schedule.</p> <p>The classroom utilized for in-person instruction has recently been converted to a collaborative lab featuring group workstations and new technology, mimicking the workplace and creating a more interactive learning environment.</p> <p>Faculty has built relationships with community marketing professionals who have participated in the program as guest speakers, student mentors, and/or marketing campaign project leads. These engagements have offered students valuable insight into the marketing profession and opened up additional internship and professional opportunities.</p>
	<p>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?</p>	<p>Dual credit is offered for all Marketing courses through dual enrollment of online and face-to-face coursework. These courses are offered by DACC faculty on the DACC campus and online. In some cases, DACC faculty have traveled to area high schools to offer on-site dual credit courses as well.</p> <p>Dual credit is also offered through partnerships with local high schools; courses are offered by qualified high school faculty.</p>

	<p>Area high schools that have partnered for dual credit opportunities specific to marketing courses include: Schlarman and Chrisman.</p> <p>In addition to core marketing courses, all area high school students have the opportunity to take a variety of required general education courses through online courses taught by DACC faculty or courses taught at partnership high schools.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Currently, there are no official work-based learning opportunities available within the program. However, various courses within the program include community marketing projects where students partner with local brands to build marketing campaigns. In addition, opportunities often arise for select students such as job shadowing, mentorships, and internships with local organizations.</p> <p>Work-based learning opportunities empower the students with real-world experience. This hands-on learning helps students explore various areas of marketing 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.</p>
<p>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).</p>	<p>No, industry accreditation is not required for this program.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>At this time, the following industry certifications are embedded within the social media marketing certificate:</p> <ul style="list-style-type: none"> <li>• Google Analytics Certification</li> <li>• HubSpot Inbound Marketing</li> <li>• HubSpot Content Marketing</li> <li>• HubSpot Social Media Marketing</li> </ul>



<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available at this time.</p>
<p>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.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Currently, there are no IAI Articulation agreements in place for the program specific courses.</p> <p>The marketing faculty is diligently working to partner with various institutions for advanced degrees.</p>
<p>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?</p>	<p>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. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with professionals and brands in the sports marketing industry should be explored to help boost content and opportunities for sports marketing students.</p> <p>Partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs should be explored to provide paths for transfer students.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>criteria.</p> <ul style="list-style-type: none"> <li>● Open student computer labs on campus</li> </ul> <p>In addition, students have access to the following college services to ensure assistance outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>● Writing Center</li> <li>● Business and Technology Tutoring Center</li> <li>● Math and Science Tutoring Center</li> </ul>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>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.</p> <p>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.</p> <p>In addition, the college is in the process of creating a Teaching &amp; 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.</p> <p>Specific to this program, lead faculty Professor Jen Slavik has participated in a variety of professional development trainings for marketing professionals including Midwest Digital Marketing Conference and Student Marketing Webinars. Professor Slavik is also the Student Learning Assessment Champion and has attended and presented in numerous assessment conferences such as the HLC Assessment Institute and the University of Indiana Assessment Institute. In addition, Professor Slavik earned the National Master Professor ACUE Certification in 2024.</p>

	<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>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.</p>
	<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The classroom used for marketing specific courses was recently renovated to a collaborative marketing lab including group workstations and computer stations.</p>
	<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written assessments, skills assessments, oral presentations, hands-on demonstrations, group projects, and capstone campaigns. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p> <p>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.</p>
	<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>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.</p>
	<p>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</p>	<p>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.</p> <p>Based on insights from recent student assessment reports, the marketing faculty has implemented strategic updates to enhance</p>

assessment to improve your program and students' learning?)	<p>student engagement and career readiness. These improvements include a stronger emphasis on hands-on learning through the integration of simternships and interactive simulations across most core marketing courses. In addition, students will experience more real-world application through expanded brand marketing projects—designed to develop practical skills, strategic thinking, and creative execution.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>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.</p> <p>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.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee--made up of local employers, virtual employers, business owners, and program alum--meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, work-based learning, employment and industry trends, as well as other topics.</p> <p>Committee engagement could be improved by increasing the number of participants and reaching out to larger/national organizations for involvement.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The Marketing 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.</p> <p>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.</p> <p>As previously stated, local employers play a vital role in enriching the marketing program by offering students real-world</p>

		<p>insights and experiences. Through guest speaker appearances, industry professionals share current trends, challenges, and success stories directly from the field. Many also serve as mentors, guiding students through their career development and offering personalized advice. Additionally, employers collaborate with students on live marketing campaign projects, providing hands-on experience with actual business goals and outcomes. These partnerships ensure the program stays industry-relevant while helping students build valuable connections and skills for their future careers.</p>
	<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.</p>
	<p>3.25 What are the program's strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> <li>• The program lead, Professor Jen Slavik, holds a Master of Arts in Mass Communications with a specialization in Social Media Marketing. She also holds a Bachelor of Science in Elementary Education. She is a current business owner and continues to pursue professional development in both areas of marketing and education.</li> <li>• Small class sizes allow for significant instructor/student interaction, increasing student differentiation and engagement. The lead faculty teaches multiple courses within the program and has ample opportunity to foster strong relationships with students.</li> <li>• Community/employer connections have begun to foster a pipeline for graduates to employment.</li> <li>• Modernized, comprehensive curriculum prepares students for a variety of entry and mid-level marketing careers.</li> <li>• Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face, meeting different student learning and scheduling needs.</li> <li>• The program's stackable credentials is an excellent opportunity for students. Students may exit the program early with a credential; completers of the Marketing</li> </ul>

		AAS are also eligible for the three stackable certificates showcasing specific skills in Social Media Marketing, Digital Marketing, and/or Sports Marketing.				
	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						
<p align="center"><b>Performance and Equity</b></p> <p>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.</p>						
CTE Program		Social Media Marketing Certificate				
CIP Code		521804				
		Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		0	0	0	0	0

Number of Completers	0	0	0	0	0
Other (Please identify)	FY 20	FY 21	FY 22	FY 23	FY 24
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>The above data was reported for the program's enrollment and completion rates. The accuracy of this data is being investigated as completions have occurred. The college will continue to investigate this and correct reporting as necessary.</p> <p><i>Note: The remaining data and reflections below encompass the marketing program as a whole; it is not specific to the certificate.</i></p> <p>Program data was disaggregated by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment of Marketing the program.</p> <p>The disaggregated data show students are nearly half male and half female, with slight variation in some years, the students are nearly split equally in this demographic, with the largest gap in FY24 with 40% male and 60% female.</p> <p>Ethnic diversity has been on the rise, showing an increase in diverse students throughout the program. In FY20, 61.76% of students identified as white, 26.32% identified as black, and 8.82% identified as Hispanic. In FY24, 47.37% of students identified as white, 31.58% identified as black, 10.53% identified as Hispanic, and 10% identified as Other or Unknown.</p> <p>The majority of students are over the age of 25, averaging 56.286% for the five years; followed by 20-25yrs averaging 6.8%, and Under 20yrs averaging just 3.2%.</p> <p>Oth</p> <p>During the five year span, the amount of pell eligible students varied. Other than FY24, the majority of students were not pell eligible. FY20-22 showed less need with an average of only 31.9% of students pell eligible. FY23-24 showed an increase showing 65% and 52.63% pell eligible.</p> <p>The majority of students do not require accommodations. In fact, FY20 was the only year of the five year span in which students required accommodations, 2.94% specifically.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The main 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, which has shown in graduate job placement. However, additional ideas are being</p>				



	<p>discussed by program faculty to expand pathways and partnerships between local employers and high schools to build a strong pipeline of students entering the program.</p> <p>A recent recruitment goal for the program has been focused on reaching area high school students. While the numbers are still low, this data shows the steady increase each year in students Under 20, ranging from 2.92% in FY20 to 21.05% in FY24.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> <li>• Completion Rates: FY20 0%   FY21 10.71%   FY22 22.22%   FY23 30.0%   FY24 0% </li> <li>• Retention Rates: Fall to Spring Retention is as follows: FY20 29.41%   FY21 35.71%   FY22 50.0%   FY23 35.0%   FY24 0%  </li> <li>• Retention Rates: Fall to Fall Retention is as follows: FY 20 23.53%   FY21 25.0%   FY22 27.78%   FY23 20.0%   FY24 0%</li> </ul>
<p>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.</p>	<p>The pandemic likely played a role in 2020; however, the college will need to examine 2024 more closely and monitor these rates moving forward. There was a great amount of turn over in Advising and Institutional Research during this period which may have contributed to the findings.</p> <p>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.</p> <p>Additional efforts should be increased for faculty and advisor communication. The above data shows zero completions for 2024; however, students were eligible for graduation that didn't show completion. Increasing communication efforts between students, faculty, and advising could help create clearer pathways to graduation requirements.</p> <p>Efforts to increase retention should also be explored.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>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, gender, and socioeconomic levels.</p>

	<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>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, gender, and socioeconomic levels.</p>
	<p style="text-align: center;"><b>Review Results</b></p>	
	<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
	<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>Although the program is currently experiencing low enrollment and completion rates, credit hours have continued to increase and recent changes should propel its trajectory. Continuing the Marketing program with focus on the below action steps will help strengthen the opportunity for additional enrollment and program growth.</p>
	<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> <li>1. <b>Investigate program data integrity</b> - efforts will take place 2025-26 academic year until resolved             <ol style="list-style-type: none"> <li>a. Work with Division Dean and Institutional Research to review program data collection parameters and accuracy</li> <li>b. Work with Division Dean and Institutional Research to identify accurate job positions for labor projection reporting</li> </ol> </li> <li>2. <b>Strengthen community relationships</b> - efforts will begin immediately and continue throughout the following academic years             <ol style="list-style-type: none"> <li>a. Recruit and refine participants for the program Advisory Board Committee</li> <li>b. Build stronger relationships with active Advisory Board members</li> <li>c. Discuss options for possible partnership for on-the-job training programs with local employers</li> </ol> </li> <li>3. <b>Boost student recruitment efforts</b> – efforts will begin immediately and continue throughout the following academic years             <ol style="list-style-type: none"> <li>a. Complete a program marketing video/share on various marketing avenues</li> <li>b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>c. Collaborate with marketing department on potential marketing campaigns</li> <li>d. Strengthen relationships with local organizations and employers in order to develop an additional pipeline of students into the program</li> </ul> <p>4. <b>Explore curriculum and development of additional courses and/or certificates under the AAS degree</b> – efforts will begin in the 2025-26 academic year and continue throughout the next few academic years</p> <ul style="list-style-type: none"> <li>a. Review marketing curriculum and explore potential changes in course sequence, offerings, etc.</li> <li>b. Explore competency based learning approach for core program courses</li> <li>c. Investigate potential interest and need for additional courses: Affiliate Marketing</li> </ul>
	<b>Program Objectives</b> 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.
	<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>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 Marketing classroom has been equipped as a collaborative working lab with the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as needed.</p> <p>All of the core program courses include textbook fees within the tuition; this eliminates barriers for students unable to purchase books. In these cases, students' books are available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
	<b>Resources Needed</b>	At this time, known resources that may be called upon are the Division Dean, DACC marketing department, college recruiter, advising department, and technology faculty. External resources will likely include a variety of local employers.

	<b>Responsibility</b> 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.
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Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2000-2024		
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
Sports Marketing	Certificate	16	521804	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<b>Program Learning Outcomes</b> <ul style="list-style-type: none"> <li>Students will apply fundamental marketing principles to navigate current marketing challenges.</li> <li>Students will design strategic integrated marketing communication plans for various brands and organizations.</li> <li>Students will analyze data available to marketers, as well as its impact on business decisions and consumers.</li> <li>Students will evaluate the impact various marketing tools and practices have on brands and society.</li> </ul> <b>Possible Occupations:</b> <ul style="list-style-type: none"> <li>First-Line Supervisors of Retail Sales Workers</li> <li>First-Line Supervisors of Non Retail Sales Workers</li> <li>Cashiers</li> <li>Parts Salespersons</li> <li>Retail Salespersons</li> <li>Insurance Sales Agents</li> <li>Sales Rep of Service (except advertising, insurance)</li> <li>Sales Reps/Wholesale, Manufacturing, Scientific</li> </ul>		

	<p><i>Note: The above list was supplied by the office of Institutional Research; additional occupation opportunities exist for digital marketing students and should be explored for future program reviews. Examples of these include Marketing Assistant, Event Coordinator, Public Relations Specialist, etc.</i></p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>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.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> <li>● Continued focus on recruitment and retention; continued effort to form new partnerships <ul style="list-style-type: none"> <li>○ 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. New courses targeted to high school students have been formed and recruiting efforts at local schools is in action. Additional partnerships with new advisory board members and local workforce have been made. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.</li> </ul> </li> <li>● Incorporating up-to-date technology within the classroom <ul style="list-style-type: none"> <li>○ While this will continue to remain an action item, strong efforts have been made to incorporate new technology and industry tools into the classroom. The marketing lab has been updated to a new hy-flex classroom. It also received a remodel including new equipment</li> </ul> </li> </ul>

	<p>and layout to foster a more collaborative learning environment. In addition to the room, changes within course curriculum have also occurred. Faculty has incorporated simulations and simternships into most of the marketing courses. A variety of industry certifications have been built into the program, giving students the opportunity to experience up-to-date industry tools and software.</p> <ul style="list-style-type: none"> <li>● Implement community involvement projects and collaborative/hands-on learning components <ul style="list-style-type: none"> <li>○ As stated above, the marketing lab has been remodeled to foster collaborative learning environment, including group tables, whiteboard working stations, flexible seating arrangements, digital monitor stations, and more. Students have a various opportunities to experience real-world projects through course simulations/simternships and community volunteer projects with small, local businesses.</li> </ul> </li> </ul>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>● Department of Institutional Research</li> <li>● Terri Cummings; Dean of Business &amp; Technology</li> <li>● Jen Slavik; Marketing Professor/Lead Instructor</li> </ul> <p>The department of Institutional Research provided employment and institutional data. T. Cummings provided project guidance and reviewed final report submission. J. Slavik provided program insight, compiled information, and wrote the report.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> <li>● 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</li> <li>● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation</li> </ul>



<h2 style="text-align: center;">CTE Program Review Analysis</h2> <p>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.</p>	
<p>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.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Sports Marketing Certificate is 16 credit hours.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of February 2025, the labor market projections reported by the US Bureau of Labor Statistics indicate the following:</p> <ul style="list-style-type: none"> <li>• <i>First-Line Supervisors of Retail Sales Workers</i>: show an annual compound growth within our region of -0.4% and -0.5% in Illinois. There is a projected -4% employment change for the region and a -5% change for the state from 2020-2030.</li> <li>• <i>First-Line Supervisors of Non Retail Sales Workers</i>: show an annual compound growth within our region of -0.9% and -0.2% in Illinois. There is a projected -9% employment change for the region and a -2% change for the state from 2020-2030.</li> <li>• <i>Cashiers</i>: show an annual compound growth within our region of -0.4% and -1.0% in Illinois. There is a projected -4% employment change for the region and a -9% change for the state from 2020-2030.</li> <li>• <i>Parts Salespersons</i>: show an annual compound growth within our region of N/A and .2% in Illinois. There is a projected N/A employment change for the region and a 2% change for the state from 2020-2030.</li> <li>• <i>Retail Salespersons</i>: show an annual compound growth within our region of 0.7% and 0% in Illinois. There is a projected 7% employment change for the region and a 0% change for the state from 2020-2030.</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Insurance Sales Agents</i>: show an annual compound growth within our region of -0.5% and 0% in Illinois. There is a projected -5% employment change for the region and a 2% change for the state from 2020-2030.</li> <li>• <i>Sales Rep of Service (except advertising, insurance)</i>: show an annual compound growth within our region of 0.3% and 0.3% in Illinois. There is a projected 3% employment change for the region and a 3% change for the state from 2020-2030.</li> <li>• <i>Sales Reps/Wholesale, Manufacturing, Scientific</i>: show an annual compound growth within our region of 0.3% and 0.2% in Illinois. There is a projected 3% employment change for the region and a 2% change for the state from 2020-2030.</li> </ul> <p>* <i>Regional and state data projection 2020-2023</i>  * <i>Data excludes additional marketing occupations as noted above.</i></p>
	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 marketing program and students. The field has also seen a rise in virtual positions; this opens additional opportunities for local graduates. Positions incorporating more digital marketing, social media, and analytics skills are 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?	Data is collected by the college's Institutional Research department. Formal reports are pulled from the US Bureau of Labor Statistics 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 Marketing program includes area high school students, G.E.D. students, small business owners, and local citizens in various business roles.

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p> <p>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 Provost before submission to ICCB/HLC.</p>
<p>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.</p>	<p>The review highlighted the need to foster current partnerships and continue to build new partnerships within the field. In addition, course content and marketing electives could be reviewed.</p> <p><b>Actions to consider:</b></p> <ul style="list-style-type: none"> <li>• Strengthen relationships and partnerships with local employers.</li> <li>• Explore work-based partnerships with local employers promoting professional development and college credit.</li> <li>• Investigate courses such as Affiliate Marketing as possible addition to certificate.</li> </ul>
<p><b>Indicator 2:</b>  <b>Cost Effectiveness</b> (<i>see ICCB and system resources for cost-effectiveness:</i>  <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a>)</p>	<p><b>Response</b></p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"><li>Costs to the institution associated with this program</li><li>How costs compare to other similar programs on campus</li><li>How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li><li>Revenue Analysis</li><li>Student to faculty ratio</li><li>Course/section fill rates</li><li>Enrollment trends</li><li>Credit hours earned year to year</li><li>Scheduling efficiency</li></ul>	<p>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, business subscriptions, and maintenance services. Credits include tuition and course fees.</p> <p>For the past five years, the marketing program has had a positive net income percentage.</p> <table><thead><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr></thead><tbody><tr><td>2020</td><td>484</td><td>10.6%</td></tr><tr><td>2021</td><td>653</td><td>3.0%</td></tr><tr><td>2022</td><td>595</td><td>3.2%</td></tr><tr><td>2023</td><td>606</td><td>25.8%</td></tr><tr><td>2024</td><td>789</td><td>103.2%</td></tr></tbody></table> <p>The program is funded through general education funds and technology bonds, and tuition/course fees.</p>	Fiscal Year	Credit Hours	Net Income Percent	2020	484	10.6%	2021	653	3.0%	2022	595	3.2%	2023	606	25.8%	2024	789	103.2%
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage of the program was 29.16%</p> <p>The program has shown a positive net income over the past five years. The last two years have shown significant growth in income.</p>																		
<p>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.</p>	<p>The marketing program is primarily funded through the institution’s general education fund and technology bonds.</p> <p>The marketing program did receive Perkins grant funds in FY2021 (\$1,000) and FY2022 (\$1,583.28) to help with the marketing lab remodel and collaborative learning initiative.</p> <p>At this time, program costs are not funded by grant dollars.</p>																		

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>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.</p> <p>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 recent years, 100% of applicants have been 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.</p>
<p>2.5 How will the college increase the cost-effectiveness of this program?</p>	<p>Expenses for the program are minimal and do not currently require review.</p> <p>Continued recruitment and partnership efforts should be prioritized to help increase student enrollment and total credit hours within the specific program. The recent modification and addition of stackable certificates may help increase interest for the program.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Program courses are offered in traditional face-to-face, hybrid, hyflex, 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. Hyflex sections allow for students to experience the face-to-face elements virtually, while providing a high level of flexibility. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p>

	<p>Courses are offered in a variety of 16-week and 8-week formats. Core program courses are also offered during summer sessions.</p> <p>Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Jen Slavik, 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.</p> <p>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.</p> <p>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.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study</p>	<p>No, the Marketing program is not yet an approved program of study under Perkins V.</p>

	implementation.	
	<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>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.</p> <p>This certificate is one of three stackable certificates that fall under the parent degree of Marketing AAS:</p> <ul style="list-style-type: none"> <li>• Digital Marketing Certificate</li> <li>• Social Media Marketing Certificate</li> <li>• Sports Marketing Certificate</li> </ul> <p>Each certificate provides additional exit point prior to completion of the degree.</p>
	<p>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?</p>	<p>Students have the option of various teaching modalities for most of the marketing courses, allowing them to choose a format that best fits their learning style and life schedule.</p> <p>The classroom utilized for in-person instruction has recently been converted to a collaborative lab featuring group workstations and new technology, mimicking the workplace and creating a more interactive learning environment.</p> <p>Faculty has built relationships with community marketing professionals who have participated in the program as guest speakers, student mentors, and/or marketing campaign project leads. These engagements have offered students valuable insight into the marketing profession and opened up additional internship and professional opportunities.</p>
	<p>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?</p>	<p>Dual credit is offered for all Marketing courses through dual enrollment of online and face-to-face coursework. These courses are offered by DACC faculty on the DACC campus and online. In some cases, DACC faculty have traveled to area high schools to offer on-site dual credit courses as well.</p> <p>Dual credit is also offered through partnerships with local high schools; courses are offered by qualified high school faculty.</p>



		<p>Area high schools that have partnered for dual credit opportunities specific to marketing courses include: Schlarman and Chrisman.</p> <p>In addition to core marketing courses, all area high school students have the opportunity to take a variety of required general education courses through online courses taught by DACC faculty or courses taught at partnership high schools.</p>
	<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Currently, there are no official work-based learning opportunities available within the program. However, various courses within the program include community marketing projects where students partner with local brands to build marketing campaigns. In addition, opportunities often arise for select students such as job shadowing, mentorships, and internships with local organizations.</p> <p>Work-based learning opportunities empower the students with real-world experience. This hands-on learning helps students explore various areas of marketing 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.</p>
	<p>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).</p>	<p>No, industry accreditation is not required for this program.</p>
	<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>At this time, the following industry certifications are embedded within the social media marketing certificate:</p> <ul style="list-style-type: none"> <li>• Stukent NIL Compliance Certification</li> <li>• Stukent NIL Certification in Personal Branding</li> </ul>
	<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available at this time.</p>

<p>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.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Currently, there are no IAI Articulation agreements in place for the program specific courses.</p> <p>The marketing faculty is diligently working to partner with various institutions for advanced degrees.</p>
<p>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?</p>	<p>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. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with professionals and brands in the sports marketing industry should be explored to help boost content and opportunities for sports marketing students.</p> <p>Partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs should be explored to provide paths for transfer students.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Open student computer labs on campus</li> </ul> <p>In addition, students have access to the following college services to ensure assistance outside of classroom instruction:</p>

	<ul style="list-style-type: none"> <li>• Writing Center</li> <li>• Business and Technology Tutoring Center</li> <li>• Math and Science Tutoring Center</li> </ul>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>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.</p> <p>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.</p> <p>In addition, the college is in the process of creating a Teaching &amp; 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.</p> <p>Specific to this program, lead faculty Professor Jen Slavik has participated in a variety of professional development trainings for marketing professionals including Midwest Digital Marketing Conference and Stukent Marketing Webinars. Professor Slavik is also the Student Learning Assessment Champion and has attended and presented in numerous assessment conferences such as the HLC Assessment Institute and the University of Indiana Assessment Institute. In addition, Professor Slavik earned the National Master Professor ACUE Certification in 2024.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>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.</p>

	<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The classroom used for marketing specific courses was recently renovated to a collaborative marketing lab including group workstations and computer stations.</p>
	<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written assessments, skills assessments, oral presentations, hands-on demonstrations, group projects, and capstone campaigns. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p> <p>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.</p>
	<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>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.</p>
	<p>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?)</p>	<p>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.</p> <p>Based on insights from recent student assessment reports, the marketing faculty has implemented strategic updates to enhance student engagement and career readiness. These improvements include a stronger emphasis on hands-on learning through the integration of simternships and interactive simulations across most core marketing courses. In addition, students will experience more real-world application through expanded brand marketing projects—designed to develop practical skills, strategic thinking, and creative execution.</p>

<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>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.</p> <p>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.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee--made up of local employers, virtual employers, business owners, and program alum--meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, work-based learning, employment and industry trends, as well as other topics.</p> <p>Committee engagement could be improved by increasing the number of participants and reaching out to larger/national organizations for involvement.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The Marketing 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.</p> <p>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.</p> <p>As previously stated, local employers play a vital role in enriching the marketing program by offering students real-world insights and experiences. Through guest speaker appearances, industry professionals share current trends, challenges, and success stories directly from the field. Many also serve as mentors, guiding students through their career development and offering personalized advice. Additionally, employers collaborate with students on live marketing campaign projects, providing hands-on experience with actual business goals and outcomes. These partnerships ensure the program stays industry-relevant while helping students build valuable</p>

		connections and skills for their future careers.
	<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.</p>
	<p>3.25 What are the program's strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> <li>• The program lead, Professor Jen Slavik, holds a Master of Arts in Mass Communications with a specialization in Social Media Marketing. She also holds a Bachelor of Science in Elementary Education. She is a current business owner and continues to pursue professional development in both areas of marketing and education.</li> <li>• Small class sizes allow for significant instructor/student interaction, increasing student differentiation and engagement. The lead faculty teaches multiple courses within the program and has ample opportunity to foster strong relationships with students.</li> <li>• Community/employer connections have begun to foster a pipeline for graduates to employment.</li> <li>• Modernized, comprehensive curriculum prepares students for a variety of entry and mid-level marketing careers.</li> <li>• Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face, meeting different student learning and scheduling needs.</li> <li>• The program's stackable credentials is an excellent opportunity for students. Students may exit the program early with a credential; completers of the Marketing</li> </ul>

		AAS are also eligible for the three stackable certificates showcasing specific skills in Social Media Marketing, Digital Marketing, and/or Sports Marketing.
	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	Sports Marketing Certificate				
CIP Code	521804				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0



Number of Completers	0	0	0	0	0
Other (Please identify)	FY 20	FY 21	FY 22	FY 23	FY 24
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>The above data was reported for the program's enrollment and completion rates. The accuracy of this data is being investigated as completions have occurred. The college will continue to investigate this and correct reporting as necessary.</p> <p><i>Note: The remaining data and reflections below encompass the marketing program as a whole; it is not specific to the certificate.</i></p> <p>Program data was disaggregated by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment of Marketing the program.</p> <p>The disaggregated data show students are nearly half male and half female, with slight variation in some years, the students are nearly split equally in this demographic, with the largest gap in FY24 with 40% male and 60% female.</p> <p>Ethnic diversity has been on the rise, showing an increase in diverse students throughout the program. In FY20, 61.76% of students identified as white, 26.32% identified as black, and 8.82% identified as Hispanic. In FY24, 47.37% of students identified as white, 31.58% identified as black, 10.53% identified as Hispanic, and 10% identified as Other or Unknown.</p> <p>The majority of students are over the age of 25, averaging 56.286% for the five years; followed by 20-25yrs averaging 6.8%, and Under 20yrs averaging just 3.2%.</p> <p>Oth</p> <p>During the five year span, the amount of pell eligible students varied. Other than FY24, the majority of students were not pell eligible. FY20-22 showed less need with an average of only 31.9% of students pell eligible. FY23-24 showed an increase showing 65% and 52.63% pell eligible.</p> <p>The majority of students do not require accommodations. In fact, FY20 was the only year of the five year span in which students required accommodations, 2.94% specifically.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The main 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, which has shown in graduate job placement. However, additional ideas are being</p>				

	<p>discussed by program faculty to expand pathways and partnerships between local employers and high schools to build a strong pipeline of students entering the program.</p> <p>A recent recruitment goal for the program has been focused on reaching area high school students. While the numbers are still low, this data shows the steady increase each year in students Under 20, ranging from 2.92% in FY20 to 21.05% in FY24.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> <li>• Completion Rates: FY20 0%   FY21 10.71%   FY22 22.22%   FY23 30.0%   FY24 0% </li> <li>• Retention Rates: Fall to Spring Retention is as follows: FY20 29.41%   FY21 35.71%   FY22 50.0%   FY23 35.0%   FY24 0%  </li> <li>• Retention Rates: Fall to Fall Retention is as follows: FY 20 23.53%   FY21 25.0%   FY22 27.78%   FY23 20.0%   FY24 0%</li> </ul>
<p>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.</p>	<p>The pandemic likely played a role in 2020; however, the college will need to examine 2024 more closely and monitor these rates moving forward. There was a great amount of turn over in Advising and Institutional Research during this period which may have contributed to the findings.</p> <p>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.</p> <p>Additional efforts should be increased for faculty and advisor communication. The above data shows zero completions for 2024; however, students were eligible for graduation that didn't show completion. Increasing communication efforts between students, faculty, and advising could help create clearer pathways to graduation requirements.</p> <p>Efforts to increase retention should also be explored.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>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, gender, and socioeconomic levels.</p>

	<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>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, gender, and socioeconomic levels.</p>
	<p style="text-align: center;"><b>Review Results</b></p>	
	<p><b>Action</b></p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)         </p>
	<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>Although the program is currently experiencing low enrollment and completion rates, credit hours have continued to increase and recent changes should propel its trajectory. Continuing the Marketing program with focus on the below action steps will help strengthen the opportunity for additional enrollment and program growth.</p>
	<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> <li>1. <b>Investigate program data integrity</b> - efforts will take place 2025-26 academic year until resolved             <ol style="list-style-type: none"> <li>a. Work with Division Dean and Institutional Research to review program data collection parameters and accuracy</li> <li>b. Work with Division Dean and Institutional Research to identify accurate job positions for labor projection reporting</li> </ol> </li> <li>2. <b>Strengthen community relationships</b> - efforts will begin immediately and continue throughout the following academic years             <ol style="list-style-type: none"> <li>a. Recruit and refine participants for the program Advisory Board Committee</li> <li>b. Build stronger relationships with active Advisory Board members</li> <li>c. Discuss options for possible partnership for on-the-job training programs with local employers</li> </ol> </li> <li>3. <b>Boost student recruitment efforts</b> – efforts will begin immediately and continue throughout the following academic years             <ol style="list-style-type: none"> <li>a. Complete a program marketing video/share on various marketing avenues</li> <li>b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>c. Collaborate with marketing department on potential marketing campaigns</li> <li>d. Strengthen relationships with local organizations and employers in order to develop an additional pipeline of students into the program</li> </ul> <p>4. <b>Explore curriculum and development of additional courses and/or certificates under the AAS degree</b> – efforts will begin in the 2025-26 academic year and continue throughout the next few academic years</p> <ul style="list-style-type: none"> <li>a. Review marketing curriculum and explore potential changes in course sequence, offerings, etc.</li> <li>b. Explore competency based learning approach for core program courses</li> </ul>
	<b>Program Objectives</b> 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.
	<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>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 Marketing classroom has been equipped as a collaborative working lab with the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as needed.</p> <p>All of the core program courses include textbook fees within the tuition; this eliminates barriers for students unable to purchase books. In these cases, students' books are available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
	<b>Resources Needed</b>	At this time, known resources that may be called upon are the Division Dean, DACC marketing department, college recruiter, advising department, and technology faculty. External resources will likely include a variety of local employers.

	<b>Responsibility</b> 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.
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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
Associate Degree in Nursing	Degree	69	513801	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<b>The End-of- Program Student Learning Outcomes are:</b> <b>1. Caring Interventions</b> By the end of the DACC Nursing Program, the graduate nurse will adopt behaviors that support a caring patient-centered environment where choices related to cultural values, beliefs, and lifestyles are respected.  <b>2. Clinical Decision Making</b> By the end of the DACC Nursing Program, the graduate nurse will integrate clinical decision making in planning care that incorporates the holistic needs of the patient population by providing culturally and developmentally competent assessment and care while respecting differences, values, preferences, and expressed needs.  <b>3. Collaboration</b> By the end of the DACC Nursing Program, the graduate nurse will organize collaboration with clients, significant support person(s), and members of the interdisciplinary healthcare team in the responsibilities of shared planning, decision making, problem solving, and goal setting while delivering high quality, evidence-based, patient-centered care to diverse populations within a family and community context.  <b>4. Communication</b> By the end of the DACC Nursing Program, the graduate nurse will model therapeutic communication skills verbally and non-verbally when interacting with patients, significant support person(s), and members of the interdisciplinary		

	<p>team in complex environments and practice effective written and electronic documentation.</p> <p><b>5. Managing Care</b> By the end of the DACC Nursing Program, the graduate nurse will determine effective utilization of information and technology, and other resources regarding management of comprehensive care to diverse patient populations within a family and community context.</p> <p><b>6. Professional Behaviors</b> By the end of the DACC Nursing Program, the graduate nurse will integrate professional nursing practice behaviors that demonstrate lifelong personal responsibility and accountability for own care and care delegated while practicing within a legal, ethical, and professional scope that is guided by accepted standards of nursing practice.</p> <p><b>7. Safety</b> By the end of the DACC Nursing Program, the graduate nurse will incorporate the nursing process to make clinical judgments using evidence-based practice providing safe, quality care to promote the health of diverse populations within a family and community context.</p> <p><b>8. Teaching and Learning</b> By the end of the DACC Nursing Program, the graduate nurse will design and implement health education to clients and/or significant support person(s) while promoting and facilitating informed decision-making to achieve safe and high-quality health outcomes within a family and community context.</p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>The ACEN requires periodic program assessment regarding how these objectives are being met. Program evaluation has been an ongoing process within the DACC Nursing Program. The Accreditation Commission for Education in Nursing (ACEN) 2023 Standards required the Nurse Administrator and faculty to review the methods of assessment and data analysis. It was determined that in order to monitor student progress through the program towards the end-of-program student learning outcomes that specific milestones needed to be identified.</p> <p>One method is the Summative Clinical Evaluation. Faculty assess each individual student's progress as it specifically relates to the End-of-Program Student Learning Outcomes. This document is retained in the student folders. It is designed to benchmark progression throughout the nursing program.</p>



	<p>The second assessment method is analyzing group performance on standardized proctored assessments. Assessment Technologies Institute (ATI) is used throughout the program from pre-application to the RN Comprehensive Predictor exam at the end of the fourth semester, just prior to graduation. The students have used the tools provided by ATI for study, for self-assessment, and for benchmarking their progress via proctored examinations. DACC uses ATI's Content Mastery Series of proctored assessments. The ATI proctored assessments allow faculty to review individual and group results related to the NCLEX blueprint, the nursing process, QSEN and NLN competencies, and clinical areas. These results are then discussed between the faculty teams and as a whole in faculty meetings. Decisions are made regarding any knowledge gaps.</p> <p>The third assessment method is to review NCLEX performance as an immediate indicator of student performance at the end of the nursing program. The Nursing Program expects cohort performance to be greater than or equal to the Test Plan Passing Performance.</p> <p>The fourth cohort assessment method is to survey employers of recent graduates to determine how well they display the end-of-program student learning outcomes during their first year of professional practice. Most of our graduates remain in the community and many of their employers are also members of our Advisory Board. This close community connection allows us to maintain collegial relationships. They provide honest feedback and offer constructive comments.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> <li>• Ongoing - Continued efforts in recruiting at every opportunity. The quality of applicants continues to improve since the criteria was raised</li> <li>• Completed and remain an ongoing goal: National RN-NCLEX pass rates should increase with the continued use of the ATI Live Review and changes to the review process.</li> <li>• Ongoing - We would like to see an increase of males and minorities throughout healthcare. They are underrepresented in the field.</li> <li>• Completed - Marketing and promotion will emphasize the need for minorities in the field. This will be accomplished with marketing items/pictures of our current minority students.</li> <li>• Completed - An advisory board meeting is held annually to gather information from outside the college and to collaborate necessary change to better serve the community and to ensure the vision of the college</li> </ul>

<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Kalie Kilgore, Director of Institutional Research and Reporting Angela Shaffer, MSN, RN, Dean, Nursing Education Nicole Carter, DNP, RN, Faculty Erica Johnson, MSN, RN, Faculty</p> <p>K. Kilgore provided employment and institutional data. N. Carter and E. Johnson provided program insight and reflection. A. Shaffer compiled information and wrote the report.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Nursing Program has an Advisory Board that meets annually. Membership is both internal and external stakeholders. The external stakeholders represent healthcare facilities in the local community who hire our graduates and clinical partner facilities representatives. The internal stakeholders represent campus advisors, the executive team, and student services representative. A student from each cohort is also invited.</p>
<p style="text-align: center;"><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>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.</p>	<p>The program requires that all pre-requisites are completed prior to admission to the program. This has been found to increase success in the program giving students foundational college coursework, study skills, and time management skills. This has also relieved students of the burden of managing general education courses alongside their nursing coursework which is an intense program of study.</p> <p>In an effort to ensure students are prepared for the program, the application process has recently been reviewed and updated to adjust the points given for general education courses, grades, and completion of recommended courses to add weight to the science courses since data shows a correlation between science grades and success in the nursing program.</p> <p>In addition to the required pre-requisites, the program has recommended courses that support the learning outcomes of the nursing program and build a strong foundation in the general education of the students.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Nursing Program awards an Associate Degree of Applied Science upon completion. The nursing courses are sequential and build upon each other. The program is built upon the standards and criteria of ACEN. <a href="https://acenursing.org/">https://acenursing.org/</a> and the requirements of the Illinois Board of Nursing to provide foundational education prior to entrance to the nursing program. The prerequisites are 21 credit hours. Each level of the Nursing Program is 24 credit hours. The DACC Nursing Program is designated a Ladder Program and therefore focuses on the Associate Degree requirements. Students who opt to sit the PN-</p>

	NCLEX may stop after the two semesters of Level 1, but unless otherwise noted, all students automatically continue onto the Level 2 coursework.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Employment Security, “Demand for nurses is expected to be strong. The aging population contributes to some of this demand. Registered nurses will also be needed to care for and educate patients with chronic conditions such as diabetes or obesity. Growth is expected in most healthcare settings including hospitals and care centers.” A positive job growth of 4.6% is predicted in Illinois and 1.8% decline in job growth in Vermilion County. Vermilion county is still expected to have 44 new jobs annually for registered nurses. The US Bureau of Labor Statistics predicts a 6% job growth nationally through the year 2033.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for nurses regionally has decreased over the past five years and is expected to see a continued slight decrease for the next five years. However, nursing jobs are expected to be in demand in this area in the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The national data came from the US Bureau of Labor Statistics’ current Occupational Outlook Handbook. The State of Illinois data came from the Illinois Department of Employment Security
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?)	<p>Student are recruited in many ways:</p> <ul style="list-style-type: none"> <li>• Program Dean presents on “DACC Nursing Program at DACC” to community groups.</li> <li>• Attends career and education fairs at area high schools and LPN schools.</li> <li>• Participate annually in “Health Professions Day” for area sophomores and other educational and recruitment opportunities on campus.</li> <li>• Program Dean visits the CNA classes and Anatomy and Physiology Science classes to talk about the Nursing Program.</li> <li>• Students and graduates also market the program</li> <li>• Social Media</li> </ul>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The Nursing Program is faculty driven per our accreditation standards. The Nursing Program Dean and faculty began a formal curriculum review in the fall of 2024 to update and maintain currency and relevance in the curriculum. This process is also intended to ensure that the curriculum continues to support the end of program student learning outcomes. This formal review is planned to continue through the 2025-2026 academic year.</p> <p>Thus far in the process, minor changes have been made, but the faculty and dean find that with these minor changes, the curriculum remains relevant and supports the end of program student learning outcomes.</p>

	Faculty continually assess and reassess program. Faculty meet monthly and review issues and concerns regarding the program. Input from the Advisory Board also initiates changes. Changes that require evaluation from the curriculum review committee are submitted to the Academic Affairs Committee and then, if approved, taken to the Office of Instruction Committee.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	There has not been a demand for the part-time LPN-to-RN option. It has not been offered since 2021 due to decreasing enrollment in this option. It has been found that the part-time option has not been advertised sufficiently. The plan now is to offer it again in 2026 with increased marketing of this option prior to offering it again.
<b>Indicator 2:</b> <b>Cost Effectiveness</b> ( <i>see ICCB and system resources for cost-effectiveness:</i> <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<p>The cost associated with this program have two areas: faculty and administrative costs managed by the college finance office and the operational costs. These costs are comparable with other programs on campus in that salaries are governed by the Board of Trustees, benefits such as medical are governed by Human Resources.</p> <p>The nursing program is a large program and has a line-item budget to support the following:</p> <ul style="list-style-type: none"> <li>• Consultants</li> <li>• Maintenance Services</li> <li>• Contractual Services</li> <li>• Office Supplies</li> <li>• Instructional Supplies</li> <li>• Computer Software</li> <li>• Publications and Dues to professional organizations</li> <li>• Miscellaneous materials and supplies</li> <li>• Travel, Meetings and Conferences for both Program Director and faculty</li> <li>• Mileage for part time faculty</li> </ul> <p>While other programs on campus have similar costs, the Nursing Program has additional costs associated with accreditation fees, technical support for educational equipment, educational software, and professional development for licensed faculty and the program Dean.</p>

2.2 What are the findings of the cost-effectiveness analysis?	The financial support for these costs is gathered through student course fees and tuition, grants, and apportionment. Even so, the program has a deficit due to a decrease in enrollment and increasing costs.
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 does not rely on grant funding for sustainability. The program is primarily funded through tuition, fees, and the institution's general fund. Grants funds are used for expenses to support student success and faculty development, if those grant funds were not available, the budget would be adjusted and expenses reduced.
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 Nursing Program is reviewing funding sources and expenditures in order to remain current with 21st century healthcare. The nursing program is an expensive program and therefore is always looking at ways to reduce costs while providing students with an optimum educational experience.  The cost of the program is comparable to similar programs. Students with financial needs are assisted by the Financial Aid Office, TRiO, the American Job Center (Vermilion County Works), the Veterans Support Services, and the DACC Foundation.
2.5 How will the college increase the cost- effectiveness of this program?	The program will continue to make every effort to find cost effective means to support student success. See Section. 2.4.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Review of program costs indicate that the nursing program needs to ask for increases in fees and tuition in order to maintain the quality of the program and ongoing student support for NCLEX success.
<b>Indicator 3: Quality</b>	<b>Response</b>
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?	The Nursing Program delivers its coursework in the traditional face-to-face format. Canvas is used as a repository of information, communication, and testing. Pre-licensure nursing programs need to maintain the hands-on approach to ensure graduates are competent in client care. The program is comprised of classroom, laboratory, and clinical learning experiences.

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program maintains rigorous alignment with national nursing education standards including our accrediting organization, ACEN. Faculty regularly review and update curricula to reflect current evidence-based practice guidelines, national competency frameworks, and evolving healthcare needs.</p> <p>The program implements systematic evaluation of end of program student learning outcomes, employer feedback, and stakeholder input.</p> <p>Course instruction utilizes current textbooks and learning resources. Faculty utilize case studies which showcase diversity such as clients from various cultural backgrounds, religious beliefs, and addresses social determinants of health in keeping with educational standards.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Nursing is part of a Program of Study defined by Perkins V and approved by ICCB.</p> <p>The Nursing program reviews program outcomes and assessment data at the end of each semester. It reviews formative and summative clinical evaluations at the end of each course. The program reviews NCLEX pass rates, program completion rates, and job placement rates annually. This systematic plan of evaluation is required by ACEN.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Graduates of the ADN Nursing Program are in a career pathway that meets the needs of the community health care environment. Nursing is a life-long learning profession and DACC Nursing graduates are encouraged to pursue degrees beyond the ADN level.</p>
<p>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?</p>	<p>The practice of offering a hybrid orientation to the program that prepares incoming students for the rigors of the nursing program. It introduces students to Canvas, ATI resources, and offers them modules in time-management, study skills, understanding of learning styles, and comprehensive review of math skills necessary for drug calculations.</p>



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 available for high school students to meet the prerequisite general education courses. Several of our university partners allow for dual enrollment in their RN-to-BSN program while the student is completing the DACC nursing program.																												
3.7 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 clinical experiences embedded in the nursing program allow the students to experience a variety of health care settings where nurses practice. This allows the student to see what the potential employers have to offer and for the health care facilities to see the quality of students available for future employment. DACC continues to provide a rich clinical experience for our students that is integrated into the curriculum.																												
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).	Danville Area Community College has voluntarily sought accreditation from the Accreditation Commission for Education in Nursing (ACEN). Initial accreditation was granted in 2013 for 5 years and continuing accreditation was granted in 2018 for 8 years. 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326 404-975-5000 <a href="http://www.acenursing.org">www.acenursing.org</a>																												
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	When students graduate and pass the RN-NCLEX they are awarded the credential of Registered Nurse. Level I students are qualified to take the PN-NCLEX and are awarded the credential Licensed Practical Nurse.																												
3.10 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.	<table><tr><td colspan="4">RN-NCLEX</td></tr><tr><td>Year</td><td>DACC Pass Rate</td><td>State of IL Pass Rate</td><td>National Pass Rate</td></tr><tr><td>2020</td><td>84%</td><td>85%</td><td>88%</td></tr><tr><td>2021</td><td>76%</td><td>86%</td><td>85%</td></tr><tr><td>2022</td><td>91%</td><td>80%</td><td>78%</td></tr><tr><td>2023</td><td>80%</td><td>85%</td><td>89%</td></tr><tr><td>2024</td><td>93%</td><td>87%</td><td>91%</td></tr></table>	RN-NCLEX				Year	DACC Pass Rate	State of IL Pass Rate	National Pass Rate	2020	84%	85%	88%	2021	76%	86%	85%	2022	91%	80%	78%	2023	80%	85%	89%	2024	93%	87%	91%
RN-NCLEX																													
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2024	93%	87%	91%																										
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The DACC Program Nursing has partnerships with the following RN-to-BSN completion schools: • Chamberlain College of Nursing • Eastern Illinois University • Illinois State University • Indiana Wesleyan University • Lakeview College of Nursing																												



	<ul style="list-style-type: none"> <li>• Olivet University • Purdue University</li> </ul>
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?	No new partnerships have been formed since the last review.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed?	<p>All new faculty are required to take the New Faculty Orientation training through Nurse Tim Inc. This four-week course teaches new faculty strategies to develop effective student-faculty relationships, how to implement assessment tools, reviews and provides guidance regarding legal issues pertaining to nursing education, and assists the nurse educator to transition from practice to the educator role.</p> <p>Five of the Six full time faculty attended the ACEN Self-Study Workshop in 2024. One faculty member attended the Nurse Tim Nuts and Bolts conference in Minnesota.</p> <p>The program maintains a subscription with Nurse Tim Incorporated that provides access to hundreds of webinars with topics relevant to faculty development and nursing education. All faculty have access to these resources and are encouraged to utilize for attainment of required continuing education.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	DACC requires and provides mandatory training for all employees annually on Diversity, Equity, and Inclusion.
3.17 What is the status of the current technology and equipment used for this program?	<p>The nursing program offers computerized testing in Canvas which provides students experience with NCLEX style test taking experience. Students in NURS 296 and 297 utilize a virtual simulation program called Shadow Health to enrich their clinical experiences.</p> <p>The program owns several high-fidelity mannequins. Although lack of space has prevented use in a full simulation environment, faculty are able to utilize these in the classroom to compliment clinical learning and provide further hands-on experiences to students.</p>

3.18 What assessment methods are used to ensure student success?	Students are tested at frequent intervals in the classroom. Periodically the ATI Content Mastery Series is used to benchmark progress throughout the program. At the end of the program, ATI sends a nurse educator for a comprehensive Live Review. Students take a pre-Live Review predictor assessment and then a post Live Review predictor assessment provided by ATI. Students are assessed weekly in lab and clinical. Nursing students are assessed in their clinical performance through a weekly formative evaluation process and also with a summative evaluation at the end of each clinical rotation. This assessment tool is guided by the End-of-Program Student Learning Outcomes.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Faculty participate in the institution's assessment planning and data sharing process to share assessment data institutionally. Faculty review ATI benchmark exam results to identify learning gaps, utilizing this data during curricula review. Informally, assessment data is used during faculty meetings to discuss programmatic performance and to inform changes.
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?)	No significant revisions have been made during this review period due to the assessment data showing high NCLEX pass rates, 100% job placement rates, and evidence that the program continues to meet the end of program student learning outcomes.  When assessment data is reviewed and learning gaps are identified, faculty do minor revisions to ensure that those gaps are addressed and that the curricula continue to meet the needs of the students. Adjustments are made to address diversity in learning styles to meet the needs of the students within each cohort.
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	Very satisfied. This data is collected informally through surveying of graduates when they are seen in the community and in the clinical setting where they now work as nurses.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Nursing Advisory Board is very active in guiding the quality of the program. It meets annually and several initiatives have been implemented at the suggestion of the Advisory Board.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are active members of the Nursing Advisory Board and are invited to share at the annual advisory board meeting. Additionally, employers have the opportunity, informally, to share with faculty in the clinical setting. When employers share information with faculty, this is brought back to the faculty meetings for review and discussion.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are highly satisfied and continue to seek out and recruit graduates of this program.  Surveys, annual advisory board meetings, and informal verbal

How is employer satisfaction information collected?	discussions at clinical sites.				
3.25 What are the program's strengths?	<ul style="list-style-type: none"> <li>• The curriculum is solid and has the necessary rigor to meet the end of program student learning outcomes.</li> <li>• The quality of applicants continues to be strong.</li> <li>• Faculty are well-prepared and highly qualified to fulfill their roles.</li> <li>• Clinical sites provide strong hands-on experiences.</li> <li>• Low faculty to student ratios provide excellent student engagement and enhance the learning experience for students.</li> </ul>				
3.26 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> <li>• The program would like to increase completion rates.</li> <li>• The program is currently sharing space with another health program and is in need of additional space for simulation activities.</li> </ul>				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>In an effort to increase completion rates, the program will implement a formal preparatory course as part of the orientation process for new students. This course will review key elements such as anatomy and physiology, mathematics for drug calculations, time management strategies, and study skills.</p> <p>The program Dean is currently working with administration to resolve space issues and expand the nursing space to ensure the program is able to continue providing excellent learning experiences to students.</p>				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
None					
<b>Performance and Equity</b>					
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	ADN Nursing				
CIP Code	513801				
	Year 1 (FY 2020)	Year 2 (FY 2021)	Year 3 (FY 2022)	Year 4 (FY 2023)	Year 5 (FY 2024)

Number of Students Enrolled	112	93	99	92	87
Number of Completers	33	22	25	32	32
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	Data for each cohort was reviewed and tabulated for the aggregated data.				
<p>How does the data support the program goals? Elaborate.</p>	The Nursing Program is a 4-semester program and the completion data reflected the graduating cohorts. There are both a spring and fall graduating cohort in odd numbered years.				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	No gaps.				
<p>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.</p>	N/A				

Are the students served in this program representative of the total student population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession
Are the students served in this program representative of the district population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The Nursing Program is meeting all required benchmarks. During the next five years the college is committed to this program, its students, and its quality graduates and is pleased with the current path of growth.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> <li>• Continue and increase marketing efforts to recruit quality students.</li> <li>• Maintain high national NCLEX pass rates with continued use of the ATI products including ATI Live Review.</li> <li>• Direct marketing efforts to males and minority students to increase diversity in the nursing program and profession.</li> <li>• Work with DACC administration to find additional space for the nursing program to ensure adequate space for all program needs.</li> </ul>
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Strategic marketing efforts are ongoing to reach those underrepresented in healthcare.
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• Additional space for the program on campus</li> <li>• More focused and specific marketing efforts in collaboration with the DACC marketing department.</li> </ul>

<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The Nursing Dean with direction and support of the Vice President of Academics, Dr. Bridges. Nursing faculty, administration, and members of the marketing department.
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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
Level 1 Nursing Certificate	Cert	42	513901	
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.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<b>The End-of- Program Student Learning Outcomes are:</b> <b>1. Caring Interventions</b> By the end of the DACC Nursing Program, the graduate nurse will adopt behaviors that support a caring patient-centered environment where choices related to cultural values, beliefs, and lifestyles are respected.  <b>2. Clinical Decision Making</b> By the end of the DACC Nursing Program, the graduate nurse will integrate clinical decision making in planning care that incorporates the holistic needs of the patient population by providing culturally and developmentally competent assessment and care while respecting differences, values, preferences, and expressed needs.  <b>3. Collaboration</b> By the end of the DACC Nursing Program, the graduate nurse will organize collaboration with clients, significant support person(s), and members of the interdisciplinary healthcare team in the responsibilities of shared planning, decision making, problem solving, and goal setting while delivering high quality, evidence-based, patient-centered care to diverse populations within a family and community context.  <b>4. Communication</b> By the end of the DACC Nursing Program, the graduate nurse will model therapeutic communication skills verbally and non-verbally when interacting with patients, significant support person(s), and members of the interdisciplinary		



	<p>team in complex environments and practice effective written and electronic documentation.</p> <p><b>5. Managing Care</b> By the end of the DACC Nursing Program, the graduate nurse will determine effective utilization of information and technology, and other resources regarding management of comprehensive care to diverse patient populations within a family and community context.</p> <p><b>6. Professional Behaviors</b> By the end of the DACC Nursing Program, the graduate nurse will integrate professional nursing practice behaviors that demonstrate lifelong personal responsibility and accountability for own care and care delegated while practicing within a legal, ethical, and professional scope that is guided by accepted standards of nursing practice.</p> <p><b>7. Safety</b> By the end of the DACC Nursing Program, the graduate nurse will incorporate the nursing process to make clinical judgments using evidence-based practice providing safe, quality care to promote the health of diverse populations within a family and community context.</p> <p><b>8. Teaching and Learning</b> By the end of the DACC Nursing Program, the graduate nurse will design and implement health education to clients and/or significant support person(s) while promoting and facilitating informed decision-making to achieve safe and high-quality health outcomes within a family and community context.</p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>The ACEN requires periodic program assessment regarding how these objectives are being met. Program evaluation has been an ongoing process within the DACC Nursing Program. The Accreditation Commission for Education in Nursing (ACEN) 2023 Standards required the Nurse Administrator and faculty to review the methods of assessment and data analysis. It was determined that in order to monitor student progress through the program towards the end-of-program student learning outcomes that specific milestones needed to be identified.</p> <p>One method is the Summative Clinical Evaluation. Faculty assess each individual student's progress as it specifically relates to the End-of-Program Student Learning Outcomes. This document is retained in the student folders. It is designed to benchmark progression throughout the nursing program.</p>

	<p>The second assessment method is analyzing group performance on standardized proctored assessments. Assessment Technologies Institute (ATI) is used throughout the program from pre-application to the RN Comprehensive Predictor exam at the end of the fourth semester, just prior to graduation. The students have used the tools provided by ATI for study, for self-assessment, and for benchmarking their progress via proctored examinations. DACC uses ATI's Content Mastery Series of proctored assessments. The ATI proctored assessments allow faculty to review individual and group results related to the NCLEX blueprint, the nursing process, QSEN and NLN competencies, and clinical areas. These results are then discussed between the faculty teams and as a whole in faculty meetings. Decisions are made regarding any knowledge gaps.</p> <p>The third assessment method is to review NCLEX performance as an immediate indicator of student performance at the end of the nursing program. The Nursing Program expects cohort performance to be greater than or equal to the Test Plan Passing Performance.</p> <p>The fourth cohort assessment method is to survey employers of recent graduates to determine how well they display the end-of-program student learning outcomes during their first year of professional practice. Most of our graduates remain in the community and many of their employers are also members of our Advisory Board. This close community connection allows us to maintain collegial relationships. They provide honest feedback and offer constructive comments.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> <li>• Ongoing - Continued efforts in recruiting at every opportunity. The quality of applicants continues to improve since the criteria was raised</li> <li>• Ongoing - We would like to see an increase of males and minorities throughout healthcare. They are underrepresented in the field.</li> <li>• Completed - Marketing and promotion will emphasize the need for minorities in the field. This will be accomplished with marketing items/pictures of our current minority students.</li> <li>• Completed - An advisory board meeting is held annually to gather information from outside the college and to collaborate necessary change to better serve the community and to ensure the vision of the college</li> </ul>

<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Kalie Kilgore, Director of Institutional Research and Reporting Angela Shaffer, MSN, RN, Dean, Nursing Education Nicole Carter, DNP, RN, Faculty</p> <p>K. Kilgore provided employment and institutional data. N. Carter and E. Johnson provided program insight and reflection. A. Shaffer compiled information and wrote the report.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Nursing Program has an Advisory Board that meets annually. Membership is both internal and external stakeholders. The external stakeholders represent healthcare facilities in the local community who hire our graduates and clinical partner facilities representatives. The internal stakeholders represent campus advisors, the executive team, and student services representative. A student from each cohort is also invited.</p>
<p align="center"><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>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.</p>	<p>The program requires that all pre-requisites are completed prior to admission to the program. This has been found to increase success in the program giving students foundational college coursework, study skills, and time management skills. This has also relieved students of the burden of managing general education courses alongside their nursing coursework which is an intense program of study.</p> <p>In an effort to ensure students are prepared for the program, the application process has recently been reviewed and updated to adjust the points given for general education courses, grades, and completion of recommended courses to add weight to the science courses since data shows a correlation between science grades and success in the nursing program.</p> <p>In addition to the required pre-requisites, the program has recommended courses that support the learning outcomes of the nursing program and build a strong foundation in the general education of the students.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Nursing Program awards an Associate Degree of Applied Science upon completion. The nursing courses are sequential and build upon each other. The program is built upon the standards and criteria of ACEN. <a href="https://acenursing.org/">https://acenursing.org/</a> and the requirements of the Illinois Board of Nursing to provide foundational education prior to entrance to the nursing program. The prerequisites are 21 credit hours. If a student wishes to leave the program after completing Level 1, then the MATH 115, Introduction to Statistics is not required.</p> <p>Each level of the Nursing Program is 24 credit hours. The DACC</p>

	Nursing Program is designated a Ladder Program and therefore focuses on the Associate Degree requirements. Students who opt to sit the PN-NCLEX may stop after the two semesters of Level 1, but unless otherwise noted, all students automatically continue onto the Level 2 coursework.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>According to the Illinois Department of Employment Security, “Demand for nurses is expected to be strong. The aging population contributes to some of this demand.” Growth is expected in most healthcare settings including hospitals and care centers, most Level 1 PN nurses are employed in long-term care facilities.</p> <p>LPN expect a positive job growth of 2.7% in Illinois and 6.5% decline in job growth in Vermilion County. Vermilion county is still expected to have 5 new jobs annually for LPNs and neighboring county, Champaign, expects a job growth for LPNs of 0.4%.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for nurses regionally has decreased over the past five years and is expected to see a continued slight decrease for the next five years. However, nursing jobs are expected to be in demand in this area in the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The national data came from the US Bureau of Labor Statistics’ current Occupational Outlook Handbook. The State of Illinois data came from the Illinois Department of Employment Security
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?)	<p>Student are recruited in many ways:</p> <ul style="list-style-type: none"> <li>• Program Dean presents on “DACC Nursing Program at DACC” to community groups.</li> <li>• Attends career and education fairs at area high schools and LPN schools.</li> <li>• Participate annually in “Health Professions Day” for area sophomores and other educational and recruitment opportunities on campus.</li> <li>• Program Dean visits the CNA classes and Anatomy and Physiology Science classes to talk about the Nursing Program.</li> <li>• Students and graduates also market the program</li> <li>• Social Media</li> </ul>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The Nursing Program is faculty driven per our accreditation standards. The Nursing Program Dean and faculty began a formal curriculum review in the fall of 2024 to update and maintain currency and relevance in the curriculum. This process is also intended to ensure that the curriculum continues to support the end of program student learning outcomes. This formal review is planned to continue through the 2025-2026 academic year.</p> <p>Thus far in the process, minor changes have been made, but the faculty and dean find that with these minor changes, the curriculum remains relevant and supports the end of program</p>

	<p>student learning outcomes.</p> <p>Faculty continually assess and reassess program. Faculty meet monthly and review issues and concerns regarding the program. Input from the Advisory Board also initiates changes. Changes that require evaluation from the curriculum review committee are submitted to the Academic Affairs Committee and then, if approved, taken to the Office of Instruction Committee.</p>
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 modification to this program are required.
<b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<p>The cost associated with this program have two areas: faculty and administrative costs managed by the college finance office and the operational costs. These costs are comparable with other programs on campus in that salaries are governed by the Board of Trustees, benefits such as medical are governed by Human Resources.</p> <p>The nursing program is a large program and has a line-item budget to support the following:</p> <ul style="list-style-type: none"> <li>• Consultants</li> <li>• Maintenance Services</li> <li>• Contractual Services</li> <li>• Office Supplies</li> <li>• Instructional Supplies</li> <li>• Computer Software</li> <li>• Publications and Dues to professional organizations</li> <li>• Miscellaneous materials and supplies</li> <li>• Travel, Meetings and Conferences for both Program Director and faculty</li> <li>• Mileage for part time faculty</li> </ul> <p>While other programs on campus have similar costs, the Nursing Program has additional costs associated with accreditation fees, technical support for educational equipment, educational software, and professional development for licensed faculty and the Program Dean.</p>

2.2 What are the findings of the cost-effectiveness analysis?	The financial support for these costs is gathered through student course fees and tuition, grants, and apportionment. Even so, the program has a deficit due to a decrease in enrollment and increasing costs.
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 does not rely on grant funding for sustainability. The program is primarily funded through tuition, fees, and the institution's general fund. Grants funds are used for expenses to support student success and faculty development, if those grant funds were not available, the budget would be adjusted and expenses reduced.
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 Nursing Program is reviewing funding sources and expenditures in order to remain current with 21st century healthcare. The nursing program is an expensive program and therefore is always looking at ways to reduce costs while providing students with an optimum educational experience.  The cost of the program is comparable to similar programs. Students with financial needs are assisted by the Financial Aid Office, TRiO, the American Job Center (Vermilion County Works), the Veterans Support Services, and the DACC Foundation.
2.5 How will the college increase the cost- effectiveness of this program?	The program will continue to make every effort to find cost effective means to support student success. See Section. 2.4.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Review of program costs indicate that the nursing program needs to ask for increases in fees and tuition in order to maintain the quality of the program and ongoing student support for NCLEX success.
<b>Indicator 3: Quality</b>	<b>Response</b>
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?	The Nursing Program delivers its coursework in the traditional face-to-face format. Canvas is used as a repository of information, communication, and testing. Pre-licensure nursing programs need to maintain the hands-on approach to ensure graduates are competent in client care. The program is comprised of classroom, laboratory, and clinical learning experiences.



<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program maintains rigorous alignment with national nursing education standards including our accrediting organization, ACEN. Faculty regularly review and update curricula to reflect current evidence-based practice guidelines, national competency frameworks, and evolving healthcare needs.</p> <p>The program implements systematic evaluation of end of program student learning outcomes, employer feedback, and stakeholder input.</p> <p>Course instruction utilizes current textbooks and learning resources. Faculty utilize case studies which showcase diversity such as clients from various cultural backgrounds, religious beliefs, and addresses social determinants of health in keeping with educational standards.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Nursing is part of a Program of Study defined by Perkins V and approved by ICCB.</p> <p>The Nursing program reviews program outcomes and assessment data at the end of each semester. It reviews formative and summative clinical evaluations at the end of each course. The program reviews NCLEX pass rates, program completion rates, and job placement rates annually. This systematic plan of evaluation is required by ACEN.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>Graduates of Level I of the ADN Nursing Program are in a career pathway that meets the needs of the community health care environment. Nursing is a life-long learning profession and DACC Nursing certificate achievers are automatically matriculated into Level 2. Level 2 graduates are encouraged to pursue degrees beyond the ADN level.</p>
<p>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?</p>	<p>The practice of offering a hybrid orientation to the program that prepares incoming students for the rigors of the nursing program. It introduces students to Canvas, ATI resources, and offers them modules in time-management, study skills, understanding of learning styles, and comprehensive review of math skills necessary for drug calculations.</p>



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 available for high school students to meet the prerequisite general education courses.																								
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 clinical experiences embedded in the nursing program allow the students to experience a variety of health care settings where nurses practice. This allows the student to see what the potential employers have to offer and for the health care facilities to see the quality of students available for future employment. DACC continues to provide a rich clinical experience for our students that is integrated into the curriculum.																								
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).	Danville Area Community College has voluntarily sought accreditation from the Accreditation Commission for Education in Nursing (ACEN). Initial accreditation was granted in 2013 for 5 years and continuing accreditation was granted in 2018 for 8 years. 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326 404-975-5000 <a href="http://www.acenursing.org">www.acenursing.org</a>																								
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Level I students are qualified to take the PN-NCLEX and are awarded the credential Licensed Practical Nurse.																								
3.10 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.	<table><tr><th>Year</th><th>DACC LPN Pass Rate</th><th>State of IL pass rate</th><th>National Pass Rate</th></tr><tr><td>2020</td><td>91%</td><td>87%</td><td>83%</td></tr><tr><td>2021</td><td>100%</td><td>83%</td><td>80%</td></tr><tr><td>2022</td><td>100%</td><td>77%</td><td>80%</td></tr><tr><td>2023</td><td>95%</td><td>88%</td><td>87%</td></tr><tr><td>2024</td><td>100%</td><td>91%</td><td>88%</td></tr></table>	Year	DACC LPN Pass Rate	State of IL pass rate	National Pass Rate	2020	91%	87%	83%	2021	100%	83%	80%	2022	100%	77%	80%	2023	95%	88%	87%	2024	100%	91%	88%
Year	DACC LPN Pass Rate	State of IL pass rate	National Pass Rate																						
2020	91%	87%	83%																						
2021	100%	83%	80%																						
2022	100%	77%	80%																						
2023	95%	88%	87%																						
2024	100%	91%	88%																						
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	DACC Nursing certificate achievers are automatically matriculated into Level 2.																								

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?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed?	<p>All new faculty are required to take the New Faculty Orientation training through Nurse Tim Inc. This four-week course teaches new faculty strategies to develop effective student-faculty relationships, how to implement assessment tools, reviews and provides guidance regarding legal issues pertaining to nursing education, and assists the nurse educator to transition from practice to the educator role.</p> <p>Five of the Six full time faculty attended the ACEN Self-Study Workshop in 2024. One faculty member attended the Nurse Tim Nuts and Bolts conference in Minnesota.</p> <p>The program maintains a subscription with Nurse Tim Incorporated that provides access to hundreds of webinars with topics relevant to faculty development and nursing education. All faculty have access to these resources and are encouraged to utilize for attainment of required continuing education.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	DACC requires and provides mandatory training for all employees annually on Diversity, Equity, and Inclusion.
3.17 What is the status of the current technology and equipment used for this program?	<p>The nursing program offers computerized testing in Canvas which provides students experience with NCLEX style test taking experience.</p> <p>The program owns several high-fidelity mannequins. Although lack of space has prevented use in a full simulation environment, faculty are able to utilize these in the classroom to compliment clinical learning and provide further hands-on experiences to students.</p>
3.18 What assessment methods are used to ensure student success?	Students are tested at frequent intervals in the classroom. Periodically the ATI Content Mastery Series is used to benchmark progress throughout the program. Students are assessed weekly in lab and clinical. Nursing students are assessed in their clinical performance through a weekly formative evaluation process and also with a summative evaluation at the end of each clinical rotation. This assessment tool is guided by the

	End-of-Program Student Learning Outcomes.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Faculty participate in the institution's assessment planning and data sharing process to share assessment data institutionally. Faculty review ATI benchmark exam results to identify learning gaps, utilizing this data during curricula review. Informally, assessment data is used during faculty meetings to discuss programmatic performance and to inform changes.
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?)	No significant revisions have been made during this review period due to the assessment data showing high NCLEX pass rates, 100% job placement rates, and evidence that the program continues to meet the end of program student learning outcomes.  When assessment data is reviewed and learning gaps are identified, faculty do minor revisions to ensure that those gaps are addressed and that the curricula continue to meet the needs of the students. Adjustments are made to address diversity in learning styles to meet the needs of the students within each cohort.
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	Very satisfied. This data is collected informally through surveying of graduates when they are seen in the community and in the clinical setting where they now work as nurses.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Nursing Advisory Board is very active in guiding the quality of the program. It meets annually and several initiatives have been implemented at the suggestion of the Advisory Board.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are active members of the Nursing Advisory Board and are invited to share at the annual advisory board meeting. Additionally, employers have the opportunity, informally, to share with faculty in the clinical setting. When employers share information with faculty, this is brought back to the faculty meetings for review and discussion.
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	Employers are highly satisfied and continue to seek out and recruit graduates of this program.  Surveys, annual advisory board meetings, and informal verbal discussions at clinical sites.
3.25 What are the program's strengths?	<ul style="list-style-type: none"> <li>• The curriculum is solid and has the necessary rigor to meet the end of program student learning outcomes.</li> <li>• The quality of applicants continues to be strong.</li> <li>• Faculty are well-prepared and highly qualified to fulfill their roles.</li> <li>• Clinical sites provide strong hands-on experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>Low faculty to student ratios provides excellent student engagement and enhance the learning experience for students.</li> </ul>				
3.26 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> <li>The program would like to increase completion rates.</li> <li>The program is currently sharing space with another health program and is in need of additional space for simulation activities.</li> </ul>				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>In an effort to increase completion rates, the program will implement a formal preparatory course as part of the orientation process for new students. This course will review key elements such as anatomy and physiology, mathematics for drug calculations, time management strategies, and study skills. The program Dean is currently working with administration to resolve space issues and expand the nursing space to ensure the program is able to continue providing excellent learning experiences to students.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>Retention in Level 1 is a challenge. Factors such as working outside of the program, family responsibilities, adjusting to the rigors of the nursing program, and struggles with time management have been identified as factors despite the high standards of the admission criteria. A hybrid orientation program has been used to address these areas and better equip students for success. However, retention continues to be a challenge.</p>					
<p align="center"><b>Performance and Equity</b></p> <p>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.</p>					
CTE Program	ADN Nursing				
CIP Code	513801				
	Year 1 (FY 2020)	Year 2 (FY 2021)	Year 3 (FY 2022)	Year 4 (FY 2023)	Year 5 (FY 2024)
Number of Students Enrolled	55	51	58	44	52
Number of Completers	27	27	23	26	18
Other (Please identify)					

<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>Data for each cohort was reviewed and tabulated for the aggregated data. The completion data reflects the number of students who are eligible to take the PN-NCLEX</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>Level 1 Certificate students are automatically matriculated to Level 2. They receive a Certificate for completing Level 1, but actual licensure as an LPN is optional</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>No gaps.</p>
<p>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.</p>	<p>N/A</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, except for enrollees trending as female, which is typical across the profession</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, except for enrollees trending as female, which is typical across the profession</p>
<p><b>Review Results</b></p>	

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The Nursing Program is meeting all required benchmarks. During the next five years the college is committed to this program, its students, and its quality graduates and is pleased with the current path of growth.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> <li>• Continue and increase marketing efforts to recruit quality students.</li> <li>• Maintain high national NCLEX pass rates with continued use of the ATI products.</li> <li>• Direct marketing efforts to males and minority students to increase diversity in the nursing program and profession.</li> <li>• Work with DACC administration to find additional space for the nursing program to ensure adequate space for all program needs.</li> <li>• Review and update the new student orientation process to ensure it supports student success and improves retention rates.</li> </ul>
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Strategic marketing efforts are ongoing to reach those underrepresented in healthcare.
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• Additional space for the program on campus</li> <li>• More focused and specific marketing efforts in collaboration with the DACC marketing department.</li> </ul>
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The Nursing Dean with direction and support of the Vice President of Academics, Dr. Bridges. Nursing faculty, administration, and members of the marketing department.

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Nursing Assistant	Cert	7	51.3902	Nursing Assistant
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		This program is designed to prepare students to provide basic health care in hospitals, clinics, nursing homes and private residences per approved Illinois Department of Public Health guidelines.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		<p>Program objectives are measured within the classroom through quizzes/tests, homework, hands-on demonstrations and skill assessments, and all students must receive an 82% or higher score on the final exam to be able to move on to the clinical portion of the program. During clinicals, students must demonstrate competency of all required manual skills to 100% correctness in order to pass and then qualify to take the State Nurse Assistant Exam. Student must complete 99 hours of classroom instruction/lecture and 40 hours of clinical.</p> <p>Overall achievement of program objectives is measured through the number of enrollees who successfully complete the course. This information is aggregated through the Institutional Effectiveness dept., who in turn reports the data to the program Dean, and Executive Vice-president of Instruction.</p> <p>Every program completer who wishes to be employed as a CNA must take a written competencies test through the Illinois Dept. of Public Health (IDPH) Nurse Aide test in order to become certified. Per Section 395.175 Program Notification Requirements, the Program Sponsor (Program Coordinator) submits the names of students who have successfully completed the classroom and clinical. State testing results are provided each year for comparative information to measure the number of pass/fails per program and per Instructor, and data is provided by</p>		



	skill categories to find any deficit areas. If any noticeable deficits are identified, a corrective-measures plan must be developed and submitted to IDPH for approval and then those areas are monitored for improvement. This program is not under any corrective measures at this time.
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?	The previous review did not identify any significant actions. The program continued to follow IDPH guidelines, review annual data, and make slight improvements as needed.
<b>Review Team</b> 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.	Angela Shaffer, MSN, RN, Dean, Nursing Education Jeannie Cisney, MSN, RN, CNA Program Coordinator  Ms. Shaffer was the principal writer/researcher. Ms. Cisney assisted with reviewing/collecting and providing data.
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.	The Dean and Program Coordinator sought input from program faculty in completing this program review.
<b>CTE Program Review Analysis</b> 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 for this program are either a high school diploma or GED. Students currently in high school are also eligible, but must be at least 16 years old.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>Indicator 1: Need</b>	<b>Response</b>



1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The Illinois Work Net Center classifies the annual openings as Very High and population studies show 17.6% population of adults 65 years of age or older as almost 20% of the State total (those most likely to suffer ambulatory/self-care/or independent living difficulties) = those most likely to require CNA services.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In Vermilion County, the number of 65+ has increased by almost 5% and the State average has increased by 3%. The employment outlook for CNA's in the State of Illinois shows a 10-year growth average of 1.6% with approximately 57,000 in the field and 7,040 annual openings. The overall employment change for the next five years is -1%.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	U. S. Census Bureau, IDES, IDPH, Vermilion Advantage Jobs Survey, ACL Profile of Older Americans
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited a number of different ways, including but not limited to: DACC Marketing Dept., Facebook, Local radio and TV stations, newspaper, flyers distributed throughout the community, Nursing Home Employers visiting classrooms, Recruiting booths at job fairs/high schools/housing residents, and through WIOA partnerships
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	IDPH provides required curriculum. Instructors are required to attend the annual STATE CNA conference to monitor and implement any changes. Instructors are evaluated by both students and administrators regularly.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	At this time, there are no noted modifications. This program is very ordered and professional with mandatory requirements from the State of Illinois Dept of Public Health, and oversight from the Program Coordinator, Dean of Nursing, and Executive Vice-President of Instruction for content and delivery. It also has a Program Coordinator assigned to monitor professional regulation requirements and submit rosters/other administrative duties. Additionally, there are no corrective actions for this program and the Mean % Score for this Location is 82.9% with an 96% pass rate for First-time Test Takers.
<b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• Costs to the institution associated with this program</li> <li>• How costs compare to other similar programs on campus</li> <li>• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)).</li> <li>• Revenue Analysis</li> <li>• Student to faculty ratio</li> <li>• Course/section fill rates</li> <li>• Enrollment trends</li> <li>• Credit hours earned year to year</li> <li>• Scheduling efficiency</li> </ul>	<p>The college assesses the cost-effectiveness of the CNA Program by reviewing the budget annually.</p> <p>Students pay regular tuition and fees. The CNA certificate is 7 credit hours. Additional cost to student includes: textbook, uniform, TB testing, background check, light equipment and state testing fees.</p> <p>The tuition and fees cover the cost of the program. The cost of the program is similar to other programs in the area.</p> <p>Student/Faculty ration is guided by IDPH requirements. The program has a maximum class/lab ration of 16:1 and clinical ration of 8:1.</p> <p>Fluctuations in enrollment have led to a financial loss in previous year, however, enrollment is up and 2024 showed a positive revenue for the program.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>With focus on marketing and recruitment and a new program coordinator, enrollment numbers are increasing and the program is cost effective.</p>
<p>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.</p>	<p>The program and associated costs are as lean as they can be. WIOA and Community partnerships have afforded great ability to train numerous students to fill the needed nursing-professional roles.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>See Section 2.1</p>

2.5 How will the college increase the cost- effectiveness of this program?	There is no need to modify costs at this time nor in the foreseeable future.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	There is no need to modify costs at this time nor in the foreseeable future.
<b>Indicator 3: Quality</b>	<b>Response</b>
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?	This program is mandated to have 80 hours of in-class Instruction and 40-hours of clinical instruction, however, the DACC program has more than the minimum. All of this is in the traditional format of in-person learning with Instructor present.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	This program follows state mandated curriculum to prepare students for this basic healthcare role with direct relevance to the healthcare industry. This hands-on program ensures students gain practical experience preparing them for actual responsibilities in the healthcare environment. Class times are offered with flexible scheduling to mee the needs of diverse learners.
3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation.	This program is part of the Programs of Study as defined by Perkins V and approved by ICCB. Faculty members and the Dean update courses as required and consistently meet professional development standards to ensure professional quality. Working with industry, community and WIOA partners ensure the academic and technical knowledge along with affordability are present and monitored
3.4 Does this program meet the definition of a <a href="#">career pathway program</a> ? 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	Yes, this program meets the career pathway definition. This program is part of the Nursing/Health Occupations program. It is a beginning step in the Healthcare Career Pathway ladder. The ADN/LPN program at DACC is a very competitive and sought-after program. Therefore, there is an application/points system for admittance; DACC grants anyone who completes the CNA program with one point. This allows a student to begin employment after approximately three months and continuously move on the pathway with day, night and online class options. Employer input and integrated support services through DACC Student Services and WIOA partners also help develop/move the student along the path.

no, please describe if and how the college will improve the program based on the career pathway elements.	
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?	We feature the CNA class as part of our ICAPS programming. It has been successful in attracting students into both programs (CNA and GED/HSE) and providing qualified CNA's to the community.
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?	The CNA program is a part of the Vermilion Vocational Educational Delivery System's (VVEDS) College Express Programming for Health Occupations. DACC offers three sections to area high school students, who in turn earn dual credit. Associated schools are Danville High School, Bismarck High School, Hoopeston High School, Armstrong/Potomac High School, Salt Fork High School, Oakwood High School, Westville High School, Georgetown Ridge Farm High School and DACC's Middle College program. High school students may enter the CNA program as either College Express or Dual Enrollment, with College Express being the primary path.
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?	Students who have completed the CNA program but have not yet completed State testing can work in facilities with restrictions. Again, this is regulated by the State of Illinois because of the risks/liability involved with having untrained/unapproved persons in nursing facilities. Students do have the opportunity to experience what it is like to work in the facility during their clinical experiences while gaining work-based learning
3.8 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).	The CNA program must seek and maintain approval through the Joint Committee on Administrative Rules: Administrative Code Title 77, Chapter 1, PART 395 LONG-TERM CARE ASSISTANTS AND AIDES TRAINING PROGRAMS CODE.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Certification is achieved primarily by successfully completing a state-approved nursing assistant training program, a competency test covering 21 mandated manual skills and a written competency test, which results in an approved certification as a CNA through the State of Illinois.

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
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.	Pass rate for first-time testers is 96%.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
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?	No new partnerships have been formed since the last review.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The program works closely with Adult Education to ensure students are able to move into CNA once they have completed their GED.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed?	All faculty have opportunity to attend professional development activities offered through DACC during fall and spring in-service as well as throughout the year. Additionally, the faculty attend the annual State CNA conference. DACC also offers educational tuition assistance for further education. Each new CNA faculty member has also taken the IDPH Train the Trainer Course to ensure they are equipped to maintain the highest standards of instructions in the classroom.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	DACC requires and provides mandatory training for all employees annually on Diversity, Equity, and Inclusion.
3.17 What is the status of the current technology and equipment used for this program?	Equipment used includes typical nursing facility aides (lifts, beds, wheelchairs, walkers, bathroom facilities, scales, blood pressure cuffs, thermometers, PPE, gait belts). CPR/AR models and mechanical mannequins. Technology includes a computer lab with access to LMS Canvas.
3.18 What assessment methods are used to ensure student success?	Each semester, Faculty conduct a course assessment. This measures the effectiveness/achievement as well as student outcomes, and this in turn advises any needed changes. Student

	success outcomes are measured by grades, retention and completion numbers as compiled by our Institutional Research office as well as reviews by the Dept. Dean. Student/testers are tabulated monthly when State CNA testing is completed and those results are forwarded to the Program Coordinator at the College.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Scores and data are reviewed within the program by all Instructors and the Dean. The summary report of program clusters is carefully reviewed and discussed, and any lower score areas develop a plan of action. These scores are shared within the Dept. and Executive Vice-President of Academic Affairs.
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?)	A new textbook has been adopted: Nursing Assisting: A Foundation in Caregiving, 6 <sup>th</sup> edition. This textbook includes skills videos to compliment instruction and the accompanying workbook includes a practice exam to prepare students for the certification exam.
3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected?	No formal process exists to survey students. However, when students are seen in the workplace or around the community by faculty and staff, they report satisfaction with their preparation for employment.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	There is not currently an Advisory Committee. However, the Program Coordinator is currently in the processes of forming a new Advisory Committee to allow stakeholders to provide insight to the program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	CNA employers provide clinical sites for students. Faculty routinely communicate with key people within those facilities to ensure clinicals are providing appropriate job preparation. The Dean also visits these clinical sites and speaks with leaders within these facilities reporting feedback to the Program Coordinator and faculty.
3.24 How satisfied are employers in the preparation of the program's graduates?  How is employer satisfaction information collected?	Employers report 100% satisfaction with our students, stating they are well prepared as entry-level providers.  This information has been collected informally through meetings and discussions with facility leaders during clinicals.
3.25 What are the program's strengths?	Strongly regulated by State professional agency, taught by well qualified faculty who are also professionals in the field, networking relationships and ability to braid funding for student affordability, and strong cumulative pass rates.



3.26 What are the identified or potential weaknesses of the program?	<p>Lack of an Advisory Committee has been identified as a weakness.</p> <p>A potential weakness is the lack of formality in surveying employers to collect satisfaction data.</p> <p>The program currently shares space with the nursing program and is limited in schedule flexibility due to schedule conflicts with nursing classes and labs.</p>				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>Yes. The Program Coordinator has begun the process of forming an Advisory Committee with a first meeting scheduled for the Fall of 2025.</p> <p>A formal survey process will be implemented to survey employers and students about program satisfaction.</p> <p>DACC administration is looking at classroom space logistics and will focus on finding additional space for this program to assist in improving schedule flexibility.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>We are currently sharing classroom and lab space with the nursing program which creates challenges in class and lab scheduling. We are currently working with administration to identify more space on campus.</p>					
<p align="center"><b>Performance and Equity</b></p> <p>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.</p>					
CTE Program	Certified Nursing Assistant (CNA)				
CIP Code	51.3902				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	160	83	116	56	43
Number of Completers	142	80	105	49	42
Other (Please identify)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
What disaggregated data was reviewed? If program enrollment is low, programs may	N/A				



<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>The data shows that the program is still one that students are interested in and where completion rates five-year average is over 70%. Basic health care workers are needed in College District 507 and the programming is fulfilling the community need. While the program does require a high school diploma for adult learners, enrollees currently in high school may enroll. With minimal entry</p> <p>The program does not require a high school diploma and has about 50% of enrollees still in high school, and it has minimal entry requirements with a basic math test, so the completion rate is fairly high.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	N/A
<p>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.</p>	<p>IDPH provides monthly reports on students who have taken the State CNA examination. Gaps/trends are identified and then corrective measures are developed, if required. This is relevant when meeting the program objective of preparing students to provide basic healthcare as licensed professionals</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>This program has many more female students than male students, which is not representative in comparison to the general student population. It is considered a non-traditional path for males by many. However, the Department, along with the Marketing Dept at the College produce materials showing diverse enrollees.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The U.S. Census data shows the population is comprised of 82% white residents and 18% other. Using this comparative data, the enrollment at DACC, as well as in this specific program, show a more diverse student population as compared to the district.</p>

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> X Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	A careful review was led by the Dean, and included input from the Program Coordinator, Program Faculty, Institutional Research, and used external data to include Illinois Dept of Public Health data. The program continues to meet the objective of developing basic healthcare providers to meet the growing community need (increase in aging population as well as increase in healthcare facilities) of licensed professionals. This program is monitored not only by our Institution but also by the Illinois Department of Public Health. Yearly modifications are made according to any changes directed by the State as well as any required program modifications
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Fall 2025: 5-Year Program Review Fall 2026: Review & comparison of data Fall 2027 – 2030: Continued review and comparison of data. Results shared with College Administrators, Institutional Research team, and Advisory Committee.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being met.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	None identified.
<b>Resources Needed</b>	Institutional and State Comparison Data.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The Dean of Nursing, with input from the Program Coordinator and oversight by the Vice-President of Academic Affairs.

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Wind Energy Technician	Degree	62-65	15.0503	Maintenance Mechanic Certificate
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> What are the overarching objectives of the program? ( <i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i> )		<ul style="list-style-type: none"> <li>• Students will demonstrate the use of fundamental wind turbine technology and its maintenance.</li> <li>• Students will analyze wind energy equipment, troubleshooting for electrical and mechanical issues as needed.</li> <li>• Students will apply proper safety and emergency protocols appropriate to the wind energy field.</li> <li>• Students will define the impact of wind turbine technology on sustainability efforts and its role within the global business industry.</li> <li>• Students will utilize effective interpersonal communication strategies appropriate to the workplace.</li> </ul>		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>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.</p>		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		It was recommended in a previous program review to: <ol style="list-style-type: none"> <li>1. Continue to focus on recruitment and student retention. Reach out to form new partnerships and relationships and strengthen the existing ones.</li> <li>2. With the uptake/rise of renewable energy look at ways to</li> </ol>		

	<p>incorporate solar into other areas.</p> <p>3. Look for opportunities for continuing educations and seminars to allow the faculty member to stay current/up-to-date.</p> <p>These actions were completed –</p> <p>1. The wind program is currently on hold due to the inability to hire a qualified instructor. The college will open up the search again in the near future after a comprehensive strategic plan has been completed. We look forward to maintaining the only hands-on Wind/Solar Energy Associate degree program in the State of Illinois. We continue to foster and maintain a working relationship with our industry partners who are very supportive of our program.</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> <li>• Dr. Carl Bridges: Provost</li> <li>• Terri Cummings: Dean of Business and Technology</li> <li>• Brandy Marron: Lead Instructor, Business and Technology</li> </ul> <p>C. Bridges provided employment and institutional data. B. Marron wrote the report. T. Cummings provided project guidance and reviewed final report submission.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following participants contribute to the review process in some form:</p> <ul style="list-style-type: none"> <li>• Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc.</li> <li>• 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.</li> <li>• Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.</li> </ul>
<p align="center"><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>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.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review.</p>

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	In order to incorporate the appropriate labs/hands-on experiences for the students to be prepared to function as a Wind Energy Technician, students need to complete more than 30 hours.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>As of May 2024, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:</p> <ul style="list-style-type: none"> <li>• Wind Energy Technician-Engineering Techs, Ex. Drafters, All Other - EDR2: NA Illinois: +0.2%</li> <li>• Wind Energy Technician - Commercial &amp; Industrial Designers Combined – EDR2: +0.2% Illinois: +0.3%</li> </ul> <p>*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</p>
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?)	<p>The Wind Energy pipeline would include our area (district) high school students. Occasionally a student enrolled in a different major could learn about the program and transfer or a displaced worker could enter the program.</p> <p>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.</p>
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																		
<b>Indicator 2:</b> <b>Cost Effectiveness</b> (see ICCB and system resources for cost-effectiveness: <a href="https://www.iccb.org/academic_affairs/program-review/">https://www.iccb.org/academic_affairs/program-review/</a> )	<b>Response</b>																		
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"><li>Costs to the institution associated with this program</li><li>How costs compare to other similar programs on campus</li><li>How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</li><li>Revenue Analysis</li><li>Student to faculty ratio</li><li>Course/section fill rates</li><li>Enrollment trends</li><li>Credit hours earned year to year</li><li>Scheduling efficiency</li></ul>	<p>The primary costs to the institution associated with the Wind Energy program will 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 Computer Science. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.</p> <p>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.</p> <p>The following table displays the net income percent for the Agribusiness program for the last five years:</p> <table><tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr><tr><td>2020</td><td>140</td><td>-70.0%</td></tr><tr><td>2021</td><td>92</td><td>-80.8%</td></tr><tr><td>2022</td><td>72</td><td>-82.1%</td></tr><tr><td>2023</td><td>100</td><td>-81.8%</td></tr><tr><td>2024</td><td>56</td><td>-51.9%</td></tr></table>	Fiscal Year	Credit Hours	Net Income Percent	2020	140	-70.0%	2021	92	-80.8%	2022	72	-82.1%	2023	100	-81.8%	2024	56	-51.9%
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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. We will continue to work with our Industry partners who see value in our program to guide us in this area.																		
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.
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>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.</p> <p>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.</p>
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 continue to increase with when the program is re-introduced. The goal of the new faculty member will be to revitalize and modernize the program.
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.
<b>Indicator 3: Quality</b>	<b>Response</b>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods have included traditional lecture and hybrid lectures. The division dean and the faculty member review student evaluations to understand how students feel about various delivery methods. Previous success rates have not varied with different delivery methods.</p>
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. We are currently looking to hire a program lead; this faculty member will be 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



	<p>program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>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.</p> <p>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.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>Yes, the Wind Energy program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2024.</p> <p>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.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>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.</p> <p>This degree program will be offered through the College Express program, in which high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. The new faculty member will be responsible for the course offerings to high school students, and will select those courses which will give students the best pathway to certificate and degree completion.</p>

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?	We incorporate hands-on-training that parallels on-the-job training. We constructed a simulated WTG base for climb and rescue training. We have a 1Mw nacelle for training and we have a 42 meter wind turbine blade for training. We train our students on actual equipment and not simulators.
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 credit hours towards the degree if they are enrolled both junior and senior years. The courses offered in the College Express program will be chosen based on the course sequence of the program.
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?	Due to the nature of this program, our industry partners require all who work on/in their environment be educated and well trained. For safety purposes our students are not able to obtain work-based learning opportunities. We do however expose them to the environment with visits to wind farms and our industry partners visit the classroom.
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
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Industry accreditation is not required. In order to make our students marketable for employment, we provide comprehensive person/climb/rescue certifications, OSHA 30 certification, first aid/CPR/AED training and NFPA70e Arc Flash safety certificate.
3.10 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?	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?	We maintain a strong partnership with Duke Energy, Invenergy, White Construction, RAD Technologies, Hytorc, Vestas, GE, Stauffer Safety, EON, and Industrial Bolting.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	<p>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.</p> <p>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.</p>
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?	<p>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.</p> <p>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.</p> <p>Specific to this program, our prospective new faculty will maintain professional contacts developed while working in the field. The faculty member will also attend training seminars and keep abreast of the latest technologies.</p>
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?	We follow industry standards and protocols to assure we are current/up-to-date. The new faculty member will reassess the current technology and advise how to proceed.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including class exercises, written exams, labs and hands-on problem-solving activities.

	<p>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.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>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.</p>
<p>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?)</p>	<p>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.</p> <p>The new faculty member will be utilizing this process and making changes as necessary.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per past 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.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>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.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>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.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>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.</p>

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 and technology.
3.26 What are the identified or potential weaknesses of the program?	Continued efforts on recruitment and retention. Hiring of qualified faculty member will be the main challenge this program has in the future.
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	Wind Energy Technician				
CIP Code	15.0503				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	12	6	13	8
Number of Completers	2	4	2	3	6
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline	<p>Program data was disaggregated by gender, race, socioeconomic status, age, and disability status.</p> <p>The disaggregated data show students are mostly male, ranging from 75% - 100% of the years reviewed. Most of the students (62.5% - 100%) identify as white. The ratio of African American students remained somewhat steady (7.69% - 12.5%). Hispanic students remained at almost 0% of the</p>				

<p>level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender &amp; race, special population status &amp; race, etc.)</p>	<p>program, with the exception of FY20 (5.26%). The majority of students are between 20-25, ranging from 37.5% - 66.67% throughout the five years. Students under 20 varied from 15.79% to 62.5%. In the past few years the number of students over age 24 has decreased from 26.32% to 0%. During the five year span, the pell eligibility ratio has ranged from 16.67% to 25%. Students in this program have not required accommodations (100%).</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>The goal of the program is to prepare students to enter the workforce or begin working for green energy companies. 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.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The individuals in this program were overwhelmingly white, male, and between the ages of 20-25.</p>
<p>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.</p>	<p>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.</p> <p>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.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. This field requires someone with an aptitude for mechanical and electrical skills, ability to climb towers and must be open to travel for extended periods of time, it is often hard to recruit students. 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.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, the students served in this program are representative of the district population. We have students from the majority of county high schools that we serve.</p>
<p><b>Review Results</b></p>	



<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Upon completion of this review and many discussions about the work done over the past years for the Wind Technician program and curriculum the Division Dean and the new faculty member will have a clear vision of where and how the agriculture program is advancing. In order to keep a pulse on the most important priorities, the action steps, timeline, resources needed and who would be responsible were agreed upon.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean has agreed up on the following action steps/timeline upon hiring of faculty: 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).
<b>Program Objectives</b> 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 and our students are successful integrating into the family farming operation.
<b>Performance and Equity</b> 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.
<b>Resources Needed</b>	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.
<b>Responsibility</b> 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:	FY 2020-2024
Discipline Area:	Humanities and Fine Arts
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<b>Program Objectives</b> What are the objectives of the discipline?	Students who successfully complete the required credit hours in the Humanities and Fine Arts will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the range of human creativity.</li> <li>2. Employ critical thinking, analysis, and problem-solving skills to compare and contrast cultural objects and ideas.</li> <li>3. Analyze the relationship between cultural objects and their historical context.</li> <li>4. Engage their imagination in creative endeavors.</li> </ol>
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Each year the college assesses one of the general education outcomes using a standardized rubric across all disciplines. Each of the program objectives for Humanities and Fine Arts is tied to one or more of DACC's four general education outcomes: communication, critical thinking, technology, and social and cultural awareness. Faculty evaluate the general education assessment and make changes as necessary based upon available data and institutional goals.

How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?

DACC's mission is to provide quality, innovative, and accessible learning experiences that meet the lifelong academic, cultural and economic needs of its diverse communities and the world it shares. The Humanities and Fine Arts supports the academic goals of all disciplines offered by the college as three to nine credit hours in the Humanities and Fine Arts are required for the all degree programs at the college. In addition, Humanities and Fine Arts houses the ENGL 121 course, which includes curriculum under the auspices of the Developmental Education Reform Act. The course was originally offered with a co-requisite course offering reading and writing support; however, data showed the co-requisite model was not as successful as we hoped, and so we took the necessary steps to redevelop that course. We have since moved to a bootcamp/ramp up model with the aim to create the highest quality course that is replicable across the college to ensure equitable access for students.

**Prior Review Update**

Describe any quality improvements or modifications made since the last review period.

The Humanities and Fine Arts faculty identified workforce and accessibility needs for the region, including the need for an associate degree in music education (AFAME), an associate degree in music performance (AFAMP), courses focused on mental health counseling, and the need to make our courses more accessible for high school students. The added degrees and courses have all been approved by ICCB.

The music programs have provided students with the opportunity to complete more fine arts courses that are focused on cultural diversity through the promotion of non-Western music and have experienced precipitous growth since their inception. The mental health focused courses (PSYC 201: Introduction to Substance Abuse, PSYC 220: Introduction to Substance Abuse Counseling, and PSYC 221: Mental Health Counseling) were developed in partnership with a local health care provider to provide the region with more opportunity to understand and combat the substance abuse and mental health epidemics within our area.

In addition to adding curriculum that addresses workforce needs, the Humanities and Fine Arts division has also taken advantage of the college's investment in HyFlex technology in partnership with the high schools in our region. We have greatly expanded the number of HyFlex classrooms on our campuses to eight (8) and have assisted regional high schools in securing HyFlex equipment through a USDA grant. DACC will more than double the number of courses live-streamed to area high schools in the 2025-2026 academic year and continue to offer regular training to DACC and high school faculty and staff in order to ensure future expansion of our HyFlex offerings. This greatly improves the accessibility of our dual credit offerings throughout the region.

## Review Analysis

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>While DACC has routinely engaged in the ICCB program review process, the college is in the process of developing a more continuous program review protocol, which is being built in conjunction with our new strategic planning process. In addition, our faculty are in regular contact with representatives from four-year institutions, as well as workforce partners, to verify that our programs are relevant and current. DACC also employs a Transfer Articulation Coordinator who works closely with IAI staff to ensure that DACC courses meet IAI standards. Furthermore, our chief academic officer, deans, and director of institutional research regularly attend conferences and meetings to keep abreast of developments in the various disciplines and the larger academic community. Any programmatic changes must follow college protocol and are subject to review by the curriculum committee and academic affairs team.</p>

<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>The college strives hard to ensure our students know they must complete courses within the Humanities and Fine Arts in order to complete a credential at DACC. The information is included in curriculum guides, the online college catalog, orientation sessions, mandatory advisement sessions, and degree audits are just a few of the ways our students are informed about the need to complete courses within this program.</p> <p>Students enrolled in higher education in the state of Illinois must complete between three (3) and nine (9) credit hours in Humanities and Fine Arts, as well as at least one course that meets the state Human Relations requirements, and so all degree seeking students will be enrolled in this discipline. We currently have 22 courses that fulfill the Human Relations requirement, including Anthropology, Cultural Anthropology, Microeconomics, Western Civilization, Modern Latin America, US History, Introduction to Psychology, Introduction to Sociology, Social Problems, Race and Ethnic Relations, Intro to Fiction, Women in Literature, Non-Western Literature, Introduction to Philosophy, Ethics, World Religions, and a speech course titled Group Discussion.</p>
<p>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?</p>	<p>The college was approved to confer an Associate of Fine Arts (AFA) degree in the spring of 2016 because there was a need for a complete arts degree program that could be transferred to baccalaureate granting institutions. DACC expanded our AFA offerings in 2022 to include programs in music education and music performance. These two programs were added to ease the transfer process, but also to provide opportunities for future music educators and performers in our region. Licensed Illinois teachers are eligible for a K-12 music endorsement by completing the DACC AFA in music education or music performance.</p> <p>In addition, DACC faculty developed three courses focused on mental health issues in partnership with a local health care provider. Those courses (PSYC 201: Introduction to Substance Abuse, PSYC 220: Introduction to Substance Abuse Counseling, and PSYC 221: Mental Health Counseling) are intended to provide the region with more opportunity to understand and combat the substance abuse and mental health epidemics gripping our area.</p>

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	DACC offers a total of 67 courses that meet the state general education requirement for Humanities and Fine Arts. The three highest enrolled courses from the Humanities over the 5-year period covered by this review were SPCH 101 Oral Communications (1,234), Introduction to Humanities (777), and LITR 121 Chief English Writers (433). The three highest enrolled courses from the Fine Arts were ARTS 115 Art Appreciation (1,055), Music Appreciation (311), and ARTS 111 Art Appreciation (198).
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The primary costs for this discipline are salaries and benefits. There are three (3) full-time faculty members dedicated to Humanities and Fine Arts. In addition, there are eight part-time faculty on DACC's payroll who teach one or more courses in this discipline. Over the 5-year period reviewed salaries and benefits were just under \$2 million for Humanities and Fine Arts. The costs for this program are consistent with the costs for similar programs, such as communications, social, and behavioral sciences, which has five (5) total fulltime and eighteen (18) part-time instructors. The salaries and benefits for those programs are \$2.6 million. Those costs are consistent with the three career programs housed within the Liberal Arts Division, all of which have one fulltime instructor, including barbering, criminal justice (one part-time faculty member), culinary arts (one part-time faculty member), and early childhood education.
2.2 What steps can be taken to offer curricula more cost-effectively?	DACC has a long history of offering as many course sections as possible to offer the greatest flexibility for students. However, our new administration would like to focus on developing a two-year data-driven course schedule as part of our strategic planning process, which should eliminate any issues DACC has experienced in the past with over scheduling courses, over scheduling faculty, and running courses with low enrollments.
2.3 Is there a need for additional resources?	Humanities has the need for fulltime faculty in Spanish and philosophy; however, at the time, those roles are filled with well-qualified adjunct instructors.

Indicator 3: Quality	Response
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>Humanities and Fine Arts courses are available in face-to-face, online, hybrid, and HyFlex formats. Many courses are offered in all three formats. In addition, instructors have the option of offering late start courses in eight (8) and twelve (12) week formats, as well as in a three (3) week format over winter term.</p>
<p>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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>At the end of each semester the Director of Institutional Research provides the provost and appropriate deans with course completion rates for courses across the college. Overall, the success rates (C or better) in online courses are slightly lower than face-to-face and hybrid courses, and so DACC is exploring the option of implementing an online instructor certification program (Quality Matters) to improve those numbers. Data on HyFlex success rates is not available at this time because it is a new technology at the college. The trend of lower online course success rates is not always the case as the success rates of online sections are occasionally higher than those in traditional face-to-face courses, and the overall success rate of online courses is over 70% across the college.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Deans observe each full-time faculty member once a year and completes a performance evaluation form, which is shared with the provost, reviewed with the faculty member, and then submitted to human resources for inclusion in the faculty member's personnel file. Lead instructors in Humanities and Fine Arts observe part-time faculty annually. The same performance evaluation form and process is used for part-time faculty as fulltime faculty.</p> <p>Students also evaluate instructors and courses at the end of courses selected by institutional research. The courses that are evaluated are taught by a balance of tenure-track, tenured, and part-time faculty. Students complete evaluations in a minimum of three courses taught by a full-time, tenured faculty members in all formats.</p>



<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?</p>	<p>All full-time faculty have an annual \$400 professional development stipend that can go toward conferences, professional memberships, certifications, and resources. In addition, there are two annual in-service events, and a part-time faculty academy. In addition, the provost has additional funds that can be requested beyond the \$400 stipend that can be used for any of the aforementioned reasons.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>Five full-time faculty were directly involved in IAI panel reviews for courses in Humanities and Fine Arts.</p>
<p>3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?</p>	<p>The college has an early warning system that faculty members use to help identify at-risk students. If students do not attend class, do not submit work, or talk to the faculty member about challenges they are facing, the faculty members are encouraged to submit an online form that goes to the advisors, deans, and provost. Those early warnings are then forwarded to individuals on campus who have the expertise to assist the student. All faculty at DACC have had training on how to identify and assist students who might be at risk.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Between three (3) and nine (9) credit hours in Humanities and Fine Arts are required for every degree offered at DACC. In addition to working closely with faculty in other programs, the Humanities and Fine Arts faculty work closely with library staff, counselors, staff in the Testing Center, Veterans Services, Career Services, the Director of Assessment, and Online Learning to ensure we are serving our students to the best of our ability.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Faculty and the dean routinely review IAI, ICCB, and HLC requirements, best practices in the discipline, industry standards, curriculum at four-year institutions, employment data, student success rates, and local, national, and global trends when developing or modifying curriculum. In addition, as part of our strategic planning process, DACC is developing a comprehensive and continuous process for program and course assessment.</p>

3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	The dean and appropriate faculty members look at multiple sections over time, paying attention to the format, placement scores, delivery mode, time of day offered, location where taught, course material levels, and different instructors to determine whether any immediate changes to the course offerings need to be made. In some cases, faculty have offered additional time outside of the class for remediation, and DACC offers a wide array of tutoring services for struggling students.
3.10 How does the college determine student success in this discipline?	Success is considered earning a grade of C or better in a course. The grading scale is such that 90% and above is considered an A, 80% - 89% is considered a B, and 70% - 79% is considered a C.
3.11 Did the review of quality result in any actions or modifications? Please explain.	As part of our new strategic planning initiative, DACC is in the process of reviewing all courses and programs to ensure that they are meeting the needs of our students, transfer institutions, and regional workforce. As this process takes place, the faculty will continue, as they always have, assessing course-level activities that will help them determine whether they are meeting the course and programmatic outcomes.
List any barriers encountered while implementing the discipline.	
None at this time.	

## Performance and Equity

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

<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	ARTS 103: Research Methods and Professional Practice				
<b>Course Description</b>	This course will see the completion of a student's portfolio that enables the student to begin their career search in Art History, Studio Art and Art Education. Students will document and digitally format artwork for a portfolio and will determine the successes and failures of the work presented. The student will also complete a professional resume, website and an extensive job search.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	3	1	1
Credit Hours Produced	1	1	3	1	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The past five years saw two (2) males, five (5) females, six (6) white students, and no black students enrolled. Two of the seven total students were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The overall success rate for the class over the 5-year period was 100% and so there are no identifiable gaps in the data.				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	This particular course has a 100% success rate over the past five years and so there are no future modifications planned.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	There are no modifications needed.

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ARTS 105: Theater Appreciation				
Course Description	Theater Appreciation offers students the opportunity to explore and appreciate the role of theater in society within its cultural, aesthetic, dramatic, economic, and political manifestations in selected plays. The main aspects of theater, theater personnel and script analysis, will be explored along with theatrical forms of cultural and social significance in a historical and contemporary issue context in America and world cultures. The primary goal of this course is to provide an understanding of the art of theater and the continuing role it plays in our society. Attendance and critiques of theater plays are required.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	3	0	0	0
Credit Hours Produced	72	9	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	n/a	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 907	IAI: F1 907	IAI: F1 907	IAI: F1 907	IAI: F1 907
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can analyze plays, discuss different play genres, create a character, evaluate live theater performances, compare and contrast plays written by great playwrights, and discuss plays through the eyes of the director, producer, and audience.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Just over 60% of the students were female, 66% white, 14% Black, 1% Hispanic, and 45% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	The overall success rate for the class over the 5-year period was 100%.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	This course has been offered in a 5-year period and so DACC needs to further review assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 111: Art History I				
<b>Course Description</b>	The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements from the Paleolithic to 14th Century Italy. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	45	43	42	33	35
Credit Hours Produced	135	129	126	99	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	88%	83%	85%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 901	IAI: F2 901	IAI: F2 901	IAI: F2 901	IAI: F2 901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can critically examine art history over several time periods, identify prominent artists and styles, use research, museum experiences, and other interdisciplinary methods to explore excellence in the arts, and demonstrate the potential for lifelong appreciation for and understanding of the visual arts.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Almost 65% were female, 77% were white, 8% were Black, 6% were Hispanic and 58% were non-PELL eligible.				



Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5-year period was 84%. Female (78%), white (80%), Hispanic (84%), Black (87%) and PELL eligible students (82%) met or exceeded the average within a standard deviation.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 112: Art History II				
<b>Course Description</b>	The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements from the Italian Renaissance to Modern art. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	32	27	26	32	44
Credit Hours Produced	96	81	78	96	132
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	85%	77%	78%	84%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 902	IAI: F2 902	IAI: F2 902	IAI: F2 902	IAI: F2 902
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can critically examine art over several time periods, prominent artists, styles and movements; use interdisciplinary methods to explore excellence in the arts; and compare and contrast visual arts virtually and in person.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-three percent of the students were female, 77% were white, 11% were Black, 2% were Hispanic, and 60% were non-PELL eligible.				

Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5-year period was 82%. Male, female, white, and non-PELL eligible, and PELL eligible students met or exceeded the average at 82%, 83%, 86%, and 82%, and 83% respectively. Black and Hispanic students experienced lower success rates at 52% and 66% respectively.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 115: Art Appreciation				
Course Description	An introduction to the visual arts and their place in history and society. Students develop their critical powers by discussion, reading, and viewing masterpieces from the world of art.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	251	222	182	216	184
Credit Hours Produced	753	666.0	546	648	552
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	75%	75%	81%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 900	IAI: F2 900	IAI: F2 900	IAI: F2 900	IAI: F2 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can analyze a work of art, identify prominent artists, styles, movements, and events, use research, museum experiences, and interdisciplinary methods to explore excellence in the arts, identify mediums and artistic techniques, and articulate compositional methodologies artists use.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-four percent were female, 73% were white, 14% were Black, 5% were Hispanic, and 30% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 80%. Approximately 80% of males and females successfully completed the course. Only 66% of Black students successfully completed the course, as did 69% of Hispanics and 77% of PELL eligible students.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 117: Drawing I				
<b>Course Description</b>	Theory and practice in the elements of beginning drawing. Introduces principles of color, composition, perspective, and use of additional media. Emphasis is given to developing skills in a wide range of materials and techniques, visual inventiveness, self-direction, and individual expression.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	9	10	3	15	13
Credit Hours Produced	27	30	9	45	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	56%	60%	67%	100%	85%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. While success rates for this review saw a statistically significant increase when compared to the last review, the continued uneven success rates for this course over the 5-year period suggests DACC needs to review the assessment data carefully to see why student success rates are so varied and to verify if students really are able to recognize principles of color, composition, perspective, and use of additional media.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-eight percent were female, 60% were white, 14% were Black, 10% were Hispanic, and 54% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5-year period was 74%. Male, female, white, Black, Hispanic, and PELL eligible students met or exceeded the average at 75%, 85%, 83%, 71%, 100%, and 70%, respectively.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The lower than college average success rates for this course over the 5-year period suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the varied student success rates.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The lower than college average success rates for this course over the 5-year period suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the varied student success rates.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The lower than college average success rates for this course over the 5-year period suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the varied student success rates.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 74%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science



## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 118: Drawing II				
<b>Course Description</b>	Theory and practice in the elements of advanced drawing. Continues to explore principles of color, composition, perspective, and use of additional media. Emphasis is given to developing skills in a wider range of materials and techniques, visual inventiveness, self-direction, and individual expression.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	1	3	2	1
Credit Hours Produced	12	3	9	6	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can recognize principles of color, composition, perspective, and use of additional media.				
What disaggregated data was reviewed?	The disaggregated data was reviewed by gender, race, and socioeconomic status. Eighty-two percent were female, 72% were white, 9% were black and Hispanic and 9% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 119: Basic Design 2-D				
Course Description	Fundamentals of two-dimensional design. An introduction to theory and application of point, line, shape, tone, texture principles of visual design involved in traditional and digital two-dimensional surfaces. Class will consist of demonstration, hands-on learning, discussion, and critiques.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	9	8	7	9
Credit Hours Produced	18	27	24	21	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	100%	88%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can recognize theory and application of point, line, shape, tone, texture principles of visual design involved in traditional and digital two-dimensional surfaces.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-six percent of the students were female, 61% were white and 15% were Black, 5% Hispanic, and 41% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	None
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 120: Basic Design 3D I				
Course Description	Fundamentals of three-dimensional design. Theory and studio practice covering principles of plane, form, mass, volume, space, color, light and structure as they relate to functional objects and aesthetic fine art applications. Materials can include clay, plaster, wood, metals and other three-dimensional materials used in three-dimensional forming, building and construction.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	9	10	15	14
Credit Hours Produced	27	27	30	45	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	90%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 98% success rate over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of the theory and studio practice covering principles of plane, form, mass, volume, space, color, light and structure as they relate to functional objects and aesthetic fine art applications.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-seven percent of the students were female, 70% were white, 8% were Black, 7% Hispanic, and 40% were non-PELL eligible.				

Were there identifiable gaps in the data? Please explain.	None
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 121: Basic Design 3D II				
Course Description	Advanced study of 3-D concepts: Volume, Mass, Texture, Line, Positive-Negative Space, Modeling, Carving, Fabrication. Emphasizes student's personal involvement with sculptural materials.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	0	3	1	4
Credit Hours Produced	12	0	9	3	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 100% success rate, although not generalizable due to the small population size, over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of the concepts of Volume, Mass, Texture, Line, Positive-Negative Space, Modeling, Carving, Fabrication. Emphasizes student's personal involvement with sculptural materials.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty percent of the students were female, 83% were white, 0% were Black, 8% Hispanic, and 25% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					



<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 122: Life Drawing				
<b>Course Description</b>	Life drawing is a rigorous drawing course dedicated to the human figure. It emphasizes the anatomical structure of the body, as well as narrative and conceptual aspects of figurative art. The students will display a steady progression in technical skill, expression, and a development of an individual style.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	0	1	1	1	3
Credit Hours Produced	0	3	3	3	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 100% success rate, although not generalizable due to the small population size, over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of the concepts of the anatomical structure of the body, as well as narrative and conceptual aspects of figurative art.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-six percent of the students were female, 66% were white, 0% were Black, 0% were Hispanic, and 16% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	None
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 125: Ceramics I				
Course Description	This course is an introduction to the theory and practice of the ceramic process. Through the planning and execution of a variety of projects, students will be introduced to the basics of hand-building and wheel-throwing techniques, the relationship between form and function, and the essentials of decoration and glazes. The history and styles of ceramics from other cultures will be explored.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	11	9	9	11
Credit Hours Produced	24	33	27	27	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 100% success rate over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of hand-building and wheel-throwing techniques, the relationship between form and function, and the essentials of decoration and glazes.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-three percent of the students were female, 73% were white, 8% were Black, 4% Hispanic, and 33% were PELL eligible.
Were there identifiable gaps in the data? Please explain.	None
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 126: Ceramics II				
Course Description	This course builds upon the theory and practice of the ceramic process acquired in Ceramics I. Students will develop further skills in hand-building and wheel throwing techniques. Along with analysis of historical and contemporary ceramics in a cross-cultural context, students will experiment with diverse ceramic forms and styles, such as functional and non-functional pottery, sculptural uses of clay, and decorative techniques using slips and glazes on a variety of clay bodies.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	3	2	1	1
Credit Hours Produced	0	9	6	3	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 100% success rate over the past five years for this course, although it is not generalizable because of its small population, suggests that the vast majority of those students who finish the course have a solid grasp of hand-building, wheel throwing techniques, analysis of historical and contemporary ceramics in a cross cultural context, students will experiment with diverse ceramic forms and styles, such as functional and non-functional pottery, sculptural uses of clay, and decorative techniques using slips and glazes on a variety of clay bodies.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Twenty-eight percent of the students were female, 85% were white, 15% were Black, and no students were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	None
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	



## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 130: Sculpture I				
<b>Course Description</b>	A basic course for beginners in the study, methods, materials and techniques of sculpture. Includes concepts of volume and mass; positive and negative space; surface texture and line; modeling, carving, fabrication, mold-making and casting; and properties and techniques of clay, plaster, wood, metal, ceramics, and stone.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	0	0	1	0	0
Credit Hours Produced	0	0	3	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	100%	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The one student was a white female who was not PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 141: Painting I				
<b>Course Description</b>	A basic course designed to sharpen skills in color theory, mixing, and understanding, brush-to-canvas techniques. Applied instruction will be geared toward the student's skill level.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	11	7	7	6	12
Credit Hours Produced	33	21	21	18	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	100%	86%	100%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 92% success rate over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of color theory, mixing, and understanding, brush-to-canvas techniques.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-two percent of the students were female, 60% were white, 16% were Black, 4% Hispanic, and 53% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 142: Painting II				
<b>Course Description</b>	Further development of basic skills, concepts, and techniques in painting media. "Heavy" paints used to compose and explore subjects drawn from the environment and imagination. Emphasis placed on increasing proficiency, inventiveness, and individual expression.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	1	0	1	3	2
Credit Hours Produced	3	0	3	9	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	n/a	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-five percent of the students were female, 85% were white, 15% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	ARTS 151: Graphic Design I				
<b>Course Description</b>	This course will instruct students in the fundamentals of two-dimensional design with a focus on graphic design as a process of visual communication. Areas of inquiry that will be covered in this course include: The elements of art, the basic principles of design, a brief introduction to the theory and history of design, typography as a design element, photography and image manipulation, and several techniques of visual communication using traditional and digital media.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	8	9	9	9
Credit Hours Produced	21	24	27	27	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71%	100%	67%	100%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 85% success rate over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of the elements of art, the basic principles of design, a brief introduction to the theory and history of design, typography as a design element, photography and image manipulation, and several techniques of visual communication using traditional and digital media.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy percent of the students were female, 70% were white, 7% were Black and 7% were Hispanic, and 45% were PELL eligible.				



Were there identifiable gaps in the data? Please explain.	This course over the past five years has an 85% success rate. Only male students (70%) and Black students (67%) fell below the overall 85% success rate.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 152: Graphic Design II				
Course Description	This course is concerned with developing confidence and competence in creating forms in relation to a concept. Students are encouraged to take risks, to develop their originality in style, as well as to expand the vocabulary with which they express ideas by employing visual rhetorical strategies such as irony, puns, metaphors, etc. The steps of a design process are established and used to structure the first projects: research, ideation, thumbnails, roughs, design development, and a final presentation. The course encourages an understanding of style as it relates to culture and technology.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	3	3	7	4
Credit Hours Produced	12	9	9	21	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	67%	100%	100%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 88% success rate over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of research, ideation, thumbnails, roughs, design development, and final presentations.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-two percent of the students were female, 76% were white, 5% were Black, 5% were Hispanic and 33% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	None
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 153: Graphic Abstraction				
Course Description	Graphic Abstraction examines the techniques of converging parallels, object drawing and simplification of the object into black and white and color forms. Graphic Abstraction explores communication problems involving typography placement as well as the Gestalt, Constructivism, Semiotics, and Cognitive theories, and how they apply to graphic design.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	2	1	0	1
Credit Hours Produced	0	6	3	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	100%	100%	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-five percent of the students were female, 50% were white, 0% were Black, 0% were Hispanic and 50% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS 154: Typography I				
Course Description	This class will examine basic typography as a compositional tool, including the architecture of type from the single letterform to an entire page layout.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	2	4	2	3
Credit Hours Produced	15	6	12	6	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	50%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 90% success rate over the past five years for this course suggests that the vast majority of those students who finish the course have a solid grasp of basic typography as a compositional tool, including the architecture of type from the single letterform to an entire page layout.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-one percent of the students were female, 68% were white, 6% were Black, 6% were Hispanic and 38% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	HUMN 101: Introduction to Humanities				
<b>Course Description</b>	Introduction to Humanities is an historical survey of the western humanities including architecture, art, literature, music, philosophy, religion and science.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	172	172	125	129	179
Credit Hours Produced	516	516	375	387	537
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	82%	86%	87%	78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: HF 900	IAI: HF 900	IAI: HF 900	IAI: HF 900	IAI: HF 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 84% success rate over the past five years for this course suggests the majority of students completing it can identify a variety of artistic elements evident in cultural objects and ideas from different historical periods; compare and contrast artistic achievements from different historical periods; describe how technological advancements impact the arts; and analyze the social and historical context of cultural objects and ideas.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-two percent of the students were female, 75% were white, 11% were Black, 5% were Hispanic, and 29% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 83% with only Black students (67%) and Hispanic students (67%) falling below the average success rate.				



Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	HUMN 103: Fantasy and Mythology				
Course Description	A study of the nature of mythology through study of folklore and legendary narratives, themes, archetypal figures/situations, symbolism and figurative language.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	133	119	41	29	32
Credit Hours Produced	399	357	123	87	96
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77%	66%	73%	83%	63%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H9901	IAI: H9901	IAI: H9901	IAI: H9901	IAI: H9901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can critically analyze works of mythology and fantasy; compare themes in mythology and fantasy across cultures; trace the influences of specific myths and legends on contemporary works of literature and film; and analyze contemporary cultural texts.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty percent of the students were female, 80% were white, 10% were Black, 3% were Hispanic, and 42% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 72%. Only females (74%) and whites (73%) met or exceeded the overall average. Males (68%), Blacks (61%), Hispanics (60%), and PELL eligible students (66%) all fell well below the average success rate.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The lower success rates for this course over the 5-year period suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the low student success rates.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The lower success rates for this course over the 5-year period suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the low student success rates.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The lower success rates for this course over the 5-year period suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the low student success rates.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 72%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	JRNM 110: Introduction to Television Production				
Course Description	An introduction to multi-camera production; includes terminology, conceptualization, basic script writing, direction, audio board operations, and lighting in a studio setting.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	8	0	11	12
Credit Hours Produced	33	24	0	33	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	62%	n/a	91%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 84% success rate for this course suggest students completing the course understand industry terminology, conceptualization, basic script writing, direction, audio board operations, and lighting in a studio setting.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-seven percent of the students were female, 47% were white, 29% were Black, 14% were Hispanic, and 40% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	JRNM 112: Introduction to Mass Media				
Course Description	An introduction to mass communication by examining the nature, history, functions, and responsibilities of the mass media industries in a global environment. The course surveys the impact of radio, TV, books, newspapers, film, advertising, journalism and other forms of media in our culture and critically analyzes legal and ethical media issues.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	17	9	18	5
Credit Hours Produced	48	51	27	54	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	71%	67%	67%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 71% success rate for this course suggests students completing the course may not have a solid understanding of the nature, history, functions, and responsibilities of the mass media industries in a global environment.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty percent of the students were female, 66% were white, 22% were Black, 4% were Hispanic, and 29% were PELL eligible.				

Were there identifiable gaps in the data? Please explain.	The 71% overall success rate for this course, along with lower-than-expected success rates amongst most demographics (males and females (69%), Blacks (50%), Hispanics (33%), and PELL eligible students (63%)), suggests DACC needs to review the assessment data during the Fall 2025 semester to investigate and find improvement methods for the low student success rates.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 102: Introduction to Drama				
<b>Course Description</b>	Understanding drama by reading, discussing, and writing about representative plays from Greek, Elizabethan, and modern playwrights.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	4	0	4	0
Credit Hours Produced	0	12	0	12	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	75%	n/a	50%	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3902	IAI: H3902	IAI: H3902	IAI: H3902	IAI: H3902
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 73% success rate for this course suggests students completing the course may not have a solid understanding of drama from Greek, Elizabethan, and modern playwrights.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-five percent of the students were female, 62% were white, 38% were Black, 4% were Hispanic, and 63% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic groups that had a higher successful course completion rate than the overall 62% were Black students (100%) and female students (67%).				



Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 103: Introduction to Fiction				
<b>Course Description</b>	Reading and analysis of short stories and novels from different historical periods and cultures. Development of critical judgment and of analysis is expected as the student confronts literary meaning, form, value, characteristics, and terms.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	60	18	15	59	5
Credit Hours Produced	180	54	45	177	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	72%	86%	83%	60%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3901	IAI: H3901	IAI: H3901	IAI: H3901	IAI: H3901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 74% success rate for this course suggests students completing the course may difficulty analyzing short stories and novels from different historical periods and cultures.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-four percent of the students were female, 52% were white, 26% were Black, 12% were Hispanic, and 13% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic groups that had a higher successful course completion rate than the overall 74% were Black students (100%) and female students (67%).				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR 104: Afro-American Literature				
Course Description	A survey of texts by prominent African American writers and speakers from the 18th, 19th, 20th, and 21st centuries and includes an introduction to fiction, poetry, non-fiction and drama, along with examples of political and public discourse.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	8	0	0	0
Credit Hours Produced	39	24	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77%	38%	n/a	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3910D	IAI: H3910D	IAI: H3910D	IAI: H3910D	IAI: H3910D
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 58% success rate for this course suggests students completing the course may not have a solid understanding of prominent African American writers and speakers.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-one percent of the students were female, 52% were white, 38% were Black, 4% were Hispanic, and 52% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Success rates for every demographic is in line with the 58% overall course success rate.				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The lower success rates for this course over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 105: Introduction to Film				
<b>Course Description</b>	An introduction to film as an art form, emphasizing a study of the aesthetic and production elements, including narrative genres, directorial style, cinematography, acting, and editing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	115	36	35	80	35
Credit Hours Produced	345	108	105	240	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72%	75%	74%	75%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2908	IAI: F2908	IAI: F2908	IAI: F2908	IAI: F2908
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 76% success rate for this course the students completing this course may only have a marginal understanding of film as an art form.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty-nine percent of the students were female, 61% were white, 19% were Black, 9% were Hispanic, and 20% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Success rates for every demographic, except for Black (59%), were in line with the overall 76% success rate for this course.				

<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 76%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 76%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 76%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 76%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 106: Women in Literature				
<b>Course Description</b>	A survey of the literature by and about women from its beginnings to the present.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	21	0	21	26
Credit Hours Produced	0	63	0	63	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	57%	n/a	76%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3911D	IAI: H3911D	IAI: H3911D	IAI: H3911D	IAI: H3911D
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The 69% success rate for this course suggests the students completing this course may only have a marginal understanding of literature by and about women from its beginnings to the present.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Ninety percent of the students were female, 79% were white, 10% were Black, 4% were Hispanic, and 44% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Success rates for every demographic, except for Black (42%) and PELL eligible students (63%), were in line with the overall 69% success rate for this course.				



<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 69%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 69%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 69%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 69%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 109: The Bible as Literature				
<b>Course Description</b>	<p>The Bible is often described as a single book, but, as many scholars and theologians recognize, this book is comprised of sections that were collected over time and were later anthologized. There are also many editions of this text that vary in terms of what is included and what is omitted. Over the course of the semester, students will study The Bible from a literary perspective, not as a religious text. The purpose of this course is to analyze the literary forms and genres within Judeo-Christian biblical canon. In this course, students will read, analyze, and discuss sections from both the Old and New Testaments and will examine literary forms, such as origin myths (Genesis) and lyrical poetry (the Psalms), for example.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	27	0	15
Credit Hours Produced	0	0	81	0	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	100%	n/a	60%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H5901	IAI: H5901	IAI: H5901	IAI: H5901	IAI: H5901
How does the data support the course goals? Elaborate.	<p>DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 80% success rate for suggests the students completing this course have a solid grasp of the Bible from a literary perspective and not as a religious text.</p>				
What disaggregated data was reviewed?	<p>Data was disaggregated and reviewed by gender, race, and socioeconomic status. There have not been any females enrolled in the course over the past five years, while 21% were white, 33% were Black, 23% were Hispanic, and no students were PELL eligible.</p>				

Were there identifiable gaps in the data? Please explain.	Success rates for every demographic, except for Hispanic (70%), were in line with the overall 80% success rate for this course.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 111: Non-Western Literature				
<b>Course Description</b>	An introduction to literature in English by writers from non-western cultures, including Asian, South Asian, African, Caribbean, and Middle Eastern, with an emphasis on the intellectual, social, and political contexts of their works.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	0	7	0	7
Credit Hours Produced	24	0	21	0	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	n/a	43%	n/a	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3908N	IAI: H3908N	IAI: H3908N	IAI: H3908N	IAI: H3908N
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 68% success rate for suggests the students completing this course may have issues understanding literature by writers from non-western cultures.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-one percent of the students were female, 95% were white, 0% were Black, 0% were Hispanic, and 18% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Only 25% of males successfully completed this course. All other demographic groups successfully completed this course at a rate higher than the 68% overall course success rate.				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Art and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR 113: American Literature I				
Course Description	A study of classic American authors to the Civil War. An introduction to Colonial Literature: Alcott, Bradford, Bradstreet, Franklin, Hawthorne, Poe, Thoreau, Stowe, and others.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	4	0	5	0
Credit Hours Produced	18	12	0	15	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	75%	n/a	80%	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3914	IAI: H3914	IAI: H3914	IAI: H3914	IAI: H3914
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 74% success rate for suggests the students completing this course may have issues understanding literature by classic American writers.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-three percent of the students were female, 93% were white, 0% were Black, 0% were Hispanic, and 40% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Only 50% of males successfully completed this course. All other demographic groups successfully completed this course at a rate higher than the 74% overall course success rate.				

<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 74%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 74%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 74%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 74%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Art and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR 114: American Literature II				
Course Description	A study of the classic American authors since the Civil War. An introduction to Dickinson, Hemingway, Cather, Faulkner, Frost, Walker, Morrison and others.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	14	5	0	8
Credit Hours Produced	75	42	15	0	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	50%	40%	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3915	IAI: H3915	IAI: H3915	IAI: H3915	IAI: H3915
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 68% success rate for suggests the students completing this course may not fully understand American authors since the Civil War.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-four percent of the students were female, 52% were white, 28% were Black, 7% were Hispanic, and 21% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Only 64% of females and 63% of PELL eligible students successfully completed this course. All other demographic groups successfully completed this course at a rate higher than the 68% overall course success rate.				



<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 68%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 121: Chief English Writers I				
<b>Course Description</b>	A historical survey from the beginning of the English language through the late seventeenth century, beginning with Old English texts through Early Modern English period and covering a range of genres including verse, drama, sonnets, among others.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	129	69	130	34	71
Credit Hours Produced	387	207	390	102	213
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	95%	91%	94%	79%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3912	IAI: H3912	IAI: H3912	IAI: H3912	IAI: H3912
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 91% success rate for suggests the students completing this course understand concepts presented in Old English texts through Early Modern English period and covering a range of genres including verse, drama, sonnets, among others.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-five percent of the students were female, 73% were white, 9% were Black, 8% were Hispanic, and 0% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 122: Chief English Writers II				
<b>Course Description</b>	Wordsworth, Byron, Shelley, Keats, Browning, Tennyson, Arnold, Shaw, Yeats, Dickens, Eliot, and a selection of representative 19th and 20th century prose.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	128	65	100	13	46
Credit Hours Produced	384	195	300	39	138
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85%	86%	94%	100%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3913	IAI: H3913	IAI: H3913	IAI: H3913	IAI: H3913
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 90% success rate for suggests the students completing this course understand pieces from writers of the 19th and 20th century.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-two percent of the students were female, 72% were white, 10% were Black, 8% were Hispanic, and 0% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	LITR 131: Introduction to Shakespeare				
<b>Course Description</b>	The study of Shakespeare through eight of his dramas/tragedies, histories, and comedies. The Elizabethan period, Elizabethan drama, and the influence on Shakespeare on literature and culture are also discussed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	6	0	0
Credit Hours Produced	0	0	18	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	67%	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3905	IAI: H3905	IAI: H3905	IAI: H3905	IAI: H3905
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. One hundred percent of the students were female, 83% were white, 0% were Black, 0% were Hispanic, and 18% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	MUSI 100: Rudiments of Music				
<b>Course Description</b>	A study of the notation, scales, intervals, chords, terminology, and other concepts of music theory.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	7	3	3	2
Credit Hours Produced	0	21	9	9	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	86%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 97% success rate for suggests the students completing this course understand notation, scales, intervals, chords, terminology, and other concepts of music theory.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty-three percent of the students were female, 62% were white, 3% were Black, 3% were Hispanic, and 50% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				



Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 101: Introduction to Music Theory				
Course Description	Introduction to Music Theory (for music majors), including fundamentals, introduction to counterpoint and four-part writing, and beginning diatonic harmony.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	2
Credit Hours Produced	0	0	0	0	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Both students were white males and one was PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 102: Music Theory II				
Course Description	Second semester of music theory (for music majors) including use of the cadential 6/4 chord, cadence types, tonicization and modulation, use of the mediant triad, and diatonic sequences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	1
Credit Hours Produced	0	0	0	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The one student who completed this course was a white male and one was not PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	MUSI 115: Music Appreciation				
<b>Course Description</b>	MUSI 115 is an introduction to representative music masterpieces through perceptive listening. Emphasis is placed on the elements of music, various musical forms and periods, and great composers and performers. Critical thinking, investigation, and reflection are vital learning processes engaged in this course, especially through various listening and writing assignments.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	62	65	96	88
Credit Hours Produced	0	186	195	288	264
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	70%	70%	77%	66%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1900	IAI: F1900	IAI: F1900	IAI: F1900	IAI: F1900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 71% success rate for suggests the students completing this course may not have a solid grasp on elements of music, various musical forms and periods, and great composers and performers.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-one percent of the students were female, 95% were white, 0% were Black, 0% were Hispanic, and 18% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The success rate of Black students (57%) is the only demographic category not within the 71% overall success rate.				

## Academic Course Review Results

<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 71%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 71%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 71%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 71%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The overall success rate for the course over the 5-year period was 71%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	MUSI 120: Introduction to American Music				
<b>Course Description</b>	Historical survey of the development and major cultural contributions of American music and composers, including symphonic, religious, folk, jazz, and popular forms, within the context of the American culture of the time.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	10	7	0	0
Credit Hours Produced	0	30	21	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	90%	71%	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1904	IAI: F1904	IAI: F1904	IAI: F1904	IAI: F1904
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 81% success rate for suggests the small sample size of the students completing this course understand the development and major cultural contributions of American music and composers, including symphonic, religious, folk, jazz, and popular forms, within the context of the American culture of the time.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-one percent of the students were female, 64% were white, 17% were Black, 5% were Hispanic, and 35% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The success rate of Black students (68%) is the only demographic category not within the 71% overall success rate.				



## Academic Course Review Results

<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	While this course has a slightly above average success rate, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	While this course has a slightly above average success rate, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	While this course has a slightly above average success rate, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	While this course has a slightly above average success rate, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 122: History of Rock and Roll				
Course Description	A survey of styles and personalities in American and British popular music from 1950 to the present. A study of the historical and cultural development of Rock music, its multi-cultural roots, and its relationship with the other arts. Includes discussions of concepts and aesthetics of popular music, as well as comparisons of Rock styles, genres, and stylistic traits with other selected musical styles.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	6	1	0	0
Credit Hours Produced	0	18	3	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	83%	0%	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 42% rate over fiscal years 2 and 3 is skewed because of the small student population. Eliminating data from the one student who did not successfully complete the course in fiscal year 2 puts the overall success rate for the course at 83% and that is indicative of student understand of the styles and personalities in American and British popular music from 1950 to the present.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Twenty-eight percent of the students were female, 57% were white, 0% were Black, 0% were Hispanic, and 42% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The small population size and infrequency of the course offering make it difficult to generalize this data and identify gaps.				

<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	While this course has a slightly above average success rate when FY3 is not included in the data, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	While this course has a slightly above average success rate when FY3 is not included in the data, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	While this course has a slightly above average success rate when FY3 is not included in the data, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	While this course has a slightly above average success rate when FY3 is not included in the data, its infrequent offering and low population over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 123: Introduction to Computer and Electronic Music				
Course Description	Introduction to electronic music on both analog and digital systems, using synthesizers and computers. Includes principles of acoustics, digital signal processing (DSP), classic analog synthesis techniques, and use of specially designed computer software.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	3	1	0	0
Credit Hours Produced	0	9	3	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	33%	100%	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The data included in this dataset is too small to generalize support for the course goals.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty percent of the students were female, 25% were white, 25% were Black, 0% were Hispanic, and 50% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The small population size and infrequency of the course offering make it difficult to generalize this data and identify gaps.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.				

and/or anticipated dates.	
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The low success rate and infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

<b>Performance and Equity</b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	MUSI 124: Music History I				
<b>Course Description</b>	MUSI124 considers the historical development of Western music from ancient times to the time of Bach, including various musical styles and periods, and the contributions of key composers, conductors and performers in shaping the Western musical tradition. The course material emphasizes concepts, structure, musical idioms, and aesthetics.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	0	5	10	8	13
Credit Hours Produced	0	15	30	24	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	60%	40%	63%	46%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1901	IAI: F1901	IAI: F1901	IAI: F1901	IAI: F1901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 52% success rate for suggests the students completing this course may not grasp the concepts of historical development of Western music.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-six percent of the students were female, 66% were white, 22% were Black, 0% were Hispanic, and 47% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None. All demographic categories were within the range of the 52% overall course success rate.				

<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 52%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 52%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 52%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 52%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Fine Arts				
<b>Course Title</b>	MUSI 125: Music History II				
<b>Course Description</b>	MUSI 125 considers the historical development of Western music from the early 18th century up to the present time, including various musical styles and periods, and the contributions of key composers, conductors, and performers in shaping the Western musical tradition. The course material emphasizes concepts, structure, musical idioms, and aesthetics.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	0	8	9	3	6
Credit Hours Produced	0	24	27	9	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	63%	44%	33%	16%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1902	IAI: F1902	IAI: F1902	IAI: F1902	IAI: F1902
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 39% success rate for suggests the students completing this course may not grasp the concepts of historical development of Western music from the 18 <sup>th</sup> century to present day.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-two percent of the students were female, 69% were white, 7% were Black, 3% were Hispanic, and 38% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic categories higher than the 39% success rates were females (55%) and whites (56%).				



<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 39%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 39%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 39%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 39%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 141: Musicianship I				
Course Description	Introduction to basic keyboard skills, ear training, rhythm reading, and sight singing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	2
Credit Hours Produced	0	0	0	0	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The two students who completed this course were both white males and one was not PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 142: Musicianship II				
Course Description	Continuation of basic keyboard skills, ear training, rhythm reading, and sight singing. Diatonic harmony emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	1
Credit Hours Produced	0	0	0	0	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The one student who completed this course was a white male who was not PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 150: Vermilion Festival Chorus				
Course Description	A community choral ensemble for mixed voices. Students may earn humanities credit for participation and can enroll multiple times for a maximum of four (4) credit hours.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	1	1	0
Credit Hours Produced	0	0	1	1	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	100%	100%	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The two students who completed this course were white females and one was not PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 152: College Singers				
Course Description	College Singers is a choral ensemble for mixed voices. Students may earn humanities credit for participation and can enroll multiple times for a maximum of four (4) credit hours.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	5	15	4
Credit Hours Produced	0	0	5	15	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the nature of this course.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-three percent of the students were female, 91% were white, 4% were Black, 0% were Hispanic, and 95% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.				



<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 153: Pep Band				
Course Description	Pep Band is a small instrumental ensemble suitable for providing music for athletic events.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	16	29	48	42
Credit Hours Produced	19	16	29	48	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	94%	90%	91%	95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 92% success rate for suggests the students completing this course understand their parts in the pep band.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-five percent of the students were female, 80% were white, 6% were Black, 5% were Hispanic, and 36% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	DACC needs to further review this course during the Fall 2025 semester to investigate whether it is more appropriate to house it in our community education program.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 170: Applied Music I				
Course Description	First semester of private instruction in voice or instrument. Instruments include piano, guitar, bass, percussion, woodwinds, brass, and strings.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	16	14
Credit Hours Produced	0	0	0	16	14
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	75%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 81% success rate for suggests the students completing this course are well versed on their particular musical instrument.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy-three percent of the students were female, 73% were white, 7% were Black, 14% were Hispanic, and 63% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	While the overall success rate for the course was 81%, Black student success was only 50%, but generalizability is an issue because of the small population.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A				

<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 171: Applied Music II				
Course Description	Second semester of private instruction in voice or instrument. Instruments include piano, guitar, bass, percussion, woodwinds, brass, and strings.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	10
Credit Hours Produced	0	0	0	0	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 80% success rate for suggests the students completing this course are well versed on their particular musical instrument.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty percent of the students were female, 100% were white, and 40% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A				

<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI 270: Applied Music II				
Course Description	Third semester of private instruction in voice or instrument. Instruments include piano, guitar, bass, percussion, woodwinds, brass, and strings.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	3
Credit Hours Produced	0	0	0	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	n/a	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 100% success rate, although not generalizable, suggests the students completing this course are well versed on their particular musical instrument.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty-three percent of the students were female, 100% were white, and 66% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program	N/A				



objectives?	
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHIL 101: Introduction to Philosophy				
Course Description	A critical examination of problems of Western philosophy: freedom of will, morality, relation between mental and bodily states, etc. Readings on important philosophers.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	97	27	26	22	0
Credit Hours Produced	291	81	78	66	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	89%	69%	86%	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4900	IAI: H4900	IAI: H4900	IAI: H4900	IAI: H4900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 82% success rate for suggests the students completing this course are well versed in issues such as free will, morality, and the relation between mental and bodily states.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty-eight percent of the students were female, 56% were white, 21% were Black, 11% were Hispanic, and 22% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	PELL eligible student success rates (66%) is the only demographic that is not with range of the overall 82% course success rate.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHIL 102: Logic				
Course Description	An introduction to the principles of sound reasoning. Verbal logic, induction, deduction, and the detection of fallacies.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	5	0	0	0
Credit Hours Produced	48	15	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81%	20%	n/a	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4906	IAI: H4906	IAI: H4906	IAI: H4906	IAI: H4906
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 50% success rate over fiscal years 1 and 2 is skewed because of the small student population and low success rate. Eliminating data from fiscal year 2 puts the overall success rate for the course at 81% and that is indicative of student understanding of the principles of sound reasoning.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-two percent of the students were female, 86% were white, 0% were Black, 0% were Hispanic, and 13% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHIL 103: Ethics				
Course Description	An examination of the major moral issues of our time, the approaches to these and related issues in the past, the results obtained, and their implications for moral conduct in the present.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	38	52	18	8
Credit Hours Produced	153	114	156	54	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	76%	73%	77%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4904	IAI: H4904	IAI: H4904	IAI: H4904	IAI: H4904
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 75% success rate for this course suggests the students completing this course have a marginal understanding of major moral issues of our time, the approaches to these and related issues in the past, the results obtained, and their implications for moral conduct in the present.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-three percent of the students were female, 67% were white, 19% were Black, 6% were Hispanic, and 36% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None. Each demographic category was within range of the 75% overall course success rate.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 75%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 75%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 75%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 75%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	PHIL 104: World Religions				
<b>Course Description</b>	An introductory survey of selected teachings, practices and institutions of major Eastern and Western religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, Islam as well as the religions of Africa, the Americas, and other religions from across the globe. The students will establish connections between the historical developments of culture(s) and their religion(s) and study the diachronic development of these religions, focusing on the origins of and forces that shaped each tradition along with the rituals, practices, and symbols.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Students Enrolled	78	0	0	0	0
Credit Hours Produced	234	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	n/a	n/a	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4904N	IAI: H4904N	IAI: H4904N	IAI: H4904N	IAI: H4904N
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 96% success rate for suggests the students completing this course understand the teachings, practices and institutions of major Eastern and Western religions covered in the course.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. One hundred percent of the students were male, 19% were white, 46% were Black, 14% were Hispanic, and 0% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None. Each demographic category was within range of the 96% overall course success rate.				



Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPAN 100: Spanish for Public Safety				
Course Description	Designed for public safety majors, the course provides basics in understanding and speaking Spanish in the law enforcement, fire science and corrections fields. Vocabulary and structures in relevant situations and settings are emphasized. This is a one semester course; no prior Spanish is required.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	6	0	2	2
Credit Hours Produced	18	18	0	6	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	67%	n/a	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 83% success rate for suggests the students completing this course have a solid understanding and speaking Spanish in the law enforcement, fire science and corrections fields.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-three percent of the students were female, 82% were white, 0% were Black, 5% were Hispanic, and 47% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Male students (67%) represented the only demographic category that scored out of range of the overall 83% course success rate.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPAN 101: Elementary Spanish I				
Course Description	A class designed for beginners or false beginners (with little Spanish skills). Emphasis on the total language learning process: speaking, writing, listening, and reading, and cultural discussions. DACC adopts the communicative approach in foreign language instruction. Much of the class will be conducted in Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	61	35	54	28	38
Credit Hours Produced	244	140	216	112	152
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	39%	94%	76%	75%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 73% success rate for suggests the students completing this course have an understanding of speaking, writing, listening, and reading Spanish.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty-five percent of the students were female, 53% were white, 24% were Black, 11% were Hispanic, and 25% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	Females (84%) and whites (81%) were the only two demographic categories exceeding the 73% overall course success rate.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPAN 102: Elementary Spanish II				
Course Description	A class designed for beginners or false beginners (with little Spanish skills). Emphasis on the total language learning process: speaking, writing, listening, and reading, and cultural discussions. DACC adopts the communicative approach in foreign language instruction. Much of the class will be conducted in Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	22	12	27	11
Credit Hours Produced	84	88	48	108	44
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	77%	91%	92%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 83% success rate for suggests the students completing this course have a solid understanding of speaking, writing, listening, and reading, and cultural discussions in Spanish.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-one percent of the students were female, 95% were white, 0% were Black, 0% were Hispanic, and 18% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPAN 103: Intermediate Spanish I				
Course Description	A class designed for intermediate-level practice in listening, speaking, reading and writing. Emphasis on the culture of the Spanish-speaking world through literary readings. DACC adopts the communicative approach in foreign language instruction. Class will be conducted in Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	13	6	18	7
Credit Hours Produced	32	52	24	72	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	92%	83%	89%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 90% success rate for suggests the students completing this course have a solid understanding of in listening, speaking, reading, and writing in Spanish.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-eight percent of the students were female, 57% were white, 11% were Black, 17% were Hispanic, and 23% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic category outside the range of the overall 90% success rate was PELL eligible students (58%)				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None				



<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPAN 104: Intermediate Spanish II				
Course Description	Continuation of <u>SPAN 103</u> . A class designed for more advanced practice in listening, speaking, reading, and writing. Emphasis on the culture of the Spanish-speaking world through literary readings. DACC adopts the communicative approach in foreign language instruction. Class will be conducted in Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	3	8	6	12
Credit Hours Produced	20	12	32	24	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	66%	88%	67%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H1900	IAI: H1900	IAI: H1900	IAI: H1900	IAI: H1900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 81% success rate for suggests the students completing this course have a solid understanding of in listening, speaking, reading, and writing in Spanish.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-seven percent of the students were female, 29% were white, 8% were Black, 38% were Hispanic, and 18% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic categories outside the range of the overall 81% success rate was PELL eligible students (66%) and Black students (67%).				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is above average and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPAN 210: Spanish Conversation and Composition				
Course Description	A class designed for intensive practice of spoken and written Spanish through the integration of authentic readings and films. Students will practice advanced grammar structures and focus on improving both written and oral proficiency through grammar and vocabulary exercises, in-classroom discussions, and writing assignments. Class will be conducted in Spanish.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	2	0
Credit Hours Produced	0	0	0	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	n/a	n/a	n/a	100%	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty percent of the students were female, 50% were white, 0% were Black, 0% were Hispanic, and 0% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunsetting this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPCH 101: Oral Communication				
Course Description	The oral communication course, either an in-person or a hybrid content course, combines communication theory with the practice of oral communication skills. The oral communication course: (1) develops awareness of the communication process; (2) provides intentional, organizational, and expressive strategies; (3) promotes understanding of and adaptation to a variety of communication contexts; and (4) emphasizes critical skills in listening, reading, thinking and speaking.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	379	234	198	163	261
Credit Hours Produced	1137	702	594	489	783
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	75%	80%	82%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: C2900	IAI: C2900	IAI: C2900	IAI: C2900	IAI: C2900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 79% overall success rate suggests the students completing this course understand communication theory and the practice of oral communication skills.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-nine percent of the students were female, 71% were white, 13% were Black, 6% were Hispanic, and 34% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic categories outside the range of the overall 79% success rate was PELL eligible students (69%) and Black students (56%).				

Academic Course Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for this course over the past five years is within one standard deviation of the overall average of success and so no action steps are planned at this time.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPCH 102: Public Speaking				
Course Description	An introductory course which emphasizes the thoughtful preparation and practice of delivering, speeches before a group. Students are expected to present both informative and persuasive speeches.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	53	47	56	64	55
Credit Hours Produced	159	141	168	192	165
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	74%	66%	67%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: C2900	IAI: C2900	IAI: C2900	IAI: C2900	IAI: C2900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 73% overall success rate suggests the students completing this course understand the preparation and practice of delivering, speeches before a group.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-five percent of the students were female, 73% were white, 11% were Black, 7% were Hispanic, and 30% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	The only demographic categories outside the range of the overall 73% success rate was PELL eligible students (57%) and Black students (46%).				



<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 73%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## Performance and Equity

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

<b>Academic Discipline Area</b>	Humanities				
<b>Course Title</b>	SPCH 113: Group Discussion				
<b>Course Description</b>	An introduction to the theory and practice of small group communication. Emphasis is placed on social norms, the nature and types of groups, and leadership development. Students are expected to demonstrate both practical and theoretical understanding of problem-solving, information-providing, decision-making, and conflict management.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	3	4	0	0
Credit Hours Produced	18	9	12	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	67%	100%	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what they were supposed to learn is the final grade for the course. The 78% success rate for the students completing this course, although not generalizable due to the small population size, suggests they have a good understanding of the theory and practice of small group communication.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-six percent of the students were female, 95% were white, 15% were Black, 6% were Hispanic, and 38% were PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				

<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The overall success rate for the course over the 5-year period was 78%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The overall success rate for the course over the 5-year period was 78%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The overall success rate for the course over the 5-year period was 78%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate for the course over the 5-year period was 78%, which is significantly lower than DACC's overall 80% student success rate and so we will review assessment data during the Fall 2025 semester to determine how to improve this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

Performance and Equity					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	SPCH 145: Acting I				
Course Description	Principles and methods of acting are presented in, this introductory course. Characterization, observation, concentration, playing action and, other basics are introduced through acting, exercises, improvisations, and scene study. Major acting approaches such as Cohen, Meisner, Stanislavski, and Shurtleff, will be used as the basis for helping the actor acquire craft to create believable characters.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	0	0	0	0
Credit Hours Produced	3	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	n/a	n/a	n/a	n/a
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. Generalizability is an issue with the data for this course because of the small sample size and the infrequency of its offering.				
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. The one student who completed this course was a white female who was not PELL eligible.				
Were there identifiable gaps in the data? Please explain.	None				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.				

<b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	The infrequent course offering over the 5-year period suggests DACC needs to further review the assessment data during the Fall 2025 semester to investigate and either find improvement methods or consider sunseting this course.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Michael Hepner, Dean of Arts and Science

## 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.

<b>College Name:</b>	Danville Area Community College
<b>Academic Years Reviewed:</b>	FY 2025
<b>Review Area:</b>	Academic Advisement
<b>Review Team</b> 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.	Dawn Nasser-Director of Advisement & Enrollment Services
<b>Mission</b> How does the program/service contribute to the mission of the college?	<b>The Advisement Office serves to help all students obtain the type of education best adapted to their needs, abilities and interests. The Advisement Office contributes to the DACC mission, vision, and core values by providing accessible learning experiences to anyone pursuing an education.</b>
<b>Advancement of Equity</b> How does the program/service help advance equity?	<b>All students are provided advisement based on their needs and goals. Advisors provide services in an impartial and fair manner.</b>
<b>Service Objectives</b> Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	<b>Services provided are: registration into courses, advisement and recommendation of courses based on the student's goals, referral to campus and/or community resources, provide various ways to work with an advisor (in-person, zoom, phone, email, Student Planning system, and on-the-go advising), computer lab assistance.</b> <b>All of these services help Advisement meet the needs of the student in a multitude of ways, furthering equitable practices.</b> <b>Advisors utilize an early alert and communication system called CRM Advise. This alert system helps identify students that may be at a higher risk of failure or need of assistance.</b>

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?

Registration is being achieved via trained advisors who ask questions and help guide students towards courses needed to achieve their goals. Part of this is offering advising conversations in a variety of modes. Student numbers and mode of contact are tracked on a monthly basis, and per advisor.

Graduation/completion rates are tracked campus wide.

There is a Coordinator of Campus & Community Resources housed in the Advisement Office, this role also encompasses academic advising. This person is able to help students who may have challenges that keep them from succeeding in college; referrals can be made to help with basic need insecurities, tutoring, and other services. Success of this is visible through having this position be an available and capable person that is on-campus. This person attends webinars, conferences, and works with other DACC offices and agencies outside of DACC.

The Advisement Office houses a small computer lab, students are able to use this to complete the New Student Orientation, financial aid, set-up their password, and explore other information relevant to their education and DACC. Students are required to sign in when using the computer lab, this helps track usage.

Since the implementation of CRM in the Advisement Office, reports show that student withdraws per semester have decreased. One of the most beneficial aspects of this program is that instructors are able to submit an alert on a student, this then allows advisors to contact the student and provide assistance if needed. Data shows that alerts have increased each semester since implementation.

<p><b>Past Program Review Action</b>  What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>The current Director of Advisement was not in this position the last time there was a review. I am unaware of the action reported. Additionally, since then the Advisement Office no longer houses the Counseling Office, it is a separate entity.</p>
<p><b>Indicator: Need</b></p>	
<p>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?</p>	<p>Yes, the Advisement Office is a requirement at DACC. Without this office, students would not be registered for courses and guided in a helpful direction to success.  The college is meeting the required elements. The Advisement Office does not just follow DACC policies and procedures and well as any requirements of ICCB or HLS, we also look at best practices at other colleges.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The need is that Advisement and registration are integral parts of how the college functions.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>The need for students is great because Advisement offers registration into courses as well as guidance on what is required. The additional services that we offer are helping in student success.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>The Advisement Office works with every UG student at some point in their DACC career. Student usage is the highest it can be.  Student usage for the computer lab and resource referrals could be higher, this could indicate that more information needs to be shared with students about what is offered.</p>
<p><b>Indicator: Cost</b></p>	



2.1 What are the current expenditures of the department?	Aside from salary, the highest cost comes from supplies. Training is an integral part of the office, every advisor is apart of NACADA (National Academic Advising Association); each advisors is charged a membership fee and often attend webinars and conferences when able.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The Advisement Office is provided a budget that we follow. The Office did not go over budget for the FY25 school year.
<b>Indicator: Quality</b>	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Advisement is often “dinged” on assessments that are provided to students. Part of this is that the questions are typically vague and “advising” as described in the questions can also refer to advising and mentoring from other departments or people. The college does look at enrollment numbers, which could be considered an affect of Advisement and how busy the office is.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Job posting set required and desired qualifications. Advisors are trained and encouraged to meet with faculty and deans to learn more in-depth information about programs. Yearly training occurs for the office, and webinars or additional training are encouraged when available.
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?	CRM Advise is the newest tool to help with student success. Withdraw rates have decreased and communication with students has increased.
3.4 What are the strengths of this program or service?	With CRM Advise, student success and communication increase. Students are able to potentially make up work that they are behind on and could be connected with resources if that is a need.
3.5 What are the challenges or weaknesses of the program/service?	CRM Advise is difficult to get set-up and IT help is greatly needed to keep it running smoothly. The program probably needs a dedicated person to maintain it, it can be hours weekly.

3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	<p><b>The Advisement Office has multiple modes of assessment.</b></p> <p><b>Records/data is kept on the amount and types of interactions advisors have with students.</b></p> <p><b>Yearly college-wide assessments such as SSI.</b></p> <p><b>Various data is collected in CRM Advise such as alerts raised, notes made, and other communication sent.</b></p>
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	<p><b>The Advisement Office has undergone staff changes with 3 new advisors. This could impact data and surveys, hopefully in a positive way.</b></p> <p><b>Continuous training and evaluation of data are key to determining where improvements can be made.</b></p> <p><b>Use of CRM and timeliness of student contact will be a focus of FY 26.</b></p>
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	<p><b>Enrollment numbers</b></p> <p><b>Each advisor's student contact numbers</b></p> <p><b>Mode of contact (in-person, phone, etc.)</b></p> <p><b>Errors in enrollment</b></p> <p><b>Number of CRM alerts and how quickly students are contacted by the advisor.</b></p>
3.9 Were there any identifiable equity gaps in the data? Please explain.	<p><b>Historically, data has shown that DACC enrolls fewer minority students and that completion rates for minority students are lower, this gap is even more with minority males.</b></p> <p><b>Specific data in Advisement does not record data regarding equity gaps.</b></p>
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	<p><b>Student recruitment and employee hiring efforts have been made in an attempt to decrease gaps that are shown with enrollment numbers. Additionally, initiatives such as ICONIC were created to be support system for male minority students that are the most at-risk.</b></p> <p><b>The Advisement Office also remains equitable by providing multiple modes of contact for students.</b></p> <p><b>Since COVID, DACC has offered a technology rental program, which include laptops. This helps students access courses outside of DACC.</b></p> <p><b>Advisement has on-the-go advising. Registration is held at the Hoopeston site multiple times a year and occasionally in various building on the main campus.</b></p> <p><b>The computer lab in Advisement offers another opportunity for students to access coursework and other DACC necessities in a convenient location.</b></p>

3.11 How does the program or service address inequities in instructional programs, if appropriate?	<p><b>If advisors discover discrepancies in course scheduling or overlap of concurrent courses, they are able to communicate with necessary parties to look at alternatives.</b></p> <p><b>If advisors discover missing information in regards to a course or curriculum guide, they communicate this to the appropriate Dean.</b></p>
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Review Results	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>FY26 Goals and Actions Steps include: Increase response time to CRM Alerts Utilize CRM notes/communication more frequently Continue to utilize data to evaluate advisor caseload Evaluate data that is collected and adjust to be more pertinent to information needed.</p>
<p><b>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</b></p>	<p>The Advisement Office will continue to see all students pursuing college information or courses. Increased implementation of CRM Advise tools could help decrease completion rate gaps between minority and nonminority students as well and pell and non-pell eligible students. Continuing to offer multiple modes of communication allows access to all students.</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>During FY25, the Advisement Office has undergone staffing changes. To finish out the fiscal year, some data collected is remaining the same, but going into a new fiscal year, data collected may change slightly to encompass more pertinent information.</p>
<p><b>Resources Needed</b></p>	<p>A budget that includes training CRM training and support staff that can help with CRM issues</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Director of Advisement will take lead on the changes, but the entire Advisement staff will have to work towards the included action steps and any other suggestions that will aid in student success and equity.</p>

## 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.

<b>College Name:</b>	Danville Area Community College
<b>Academic Years Reviewed:</b>	2022 – 2026
<b>Review Area:</b>	Counseling
<b>Review Team</b> 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.	Stephane Potts, Director of Counseling/Transfer Articulation Coordinator
<b>Mission</b> How does the program/service contribute to the mission of the college?	Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences, which meet the lifelong academic, cultural, and economic needs of our diverse communities and the world we share. When considering student access, the Counseling Department plays a vital role by providing essential services that support students' mental health and well-being. These services are integral to promoting a quality educational experience and contribute significantly to student retention and success through to completion.
<b>Advancement of Equity</b> How does the program/service help advance equity?	Equity means ensuring that all students—regardless of their mental or emotional challenges—have equal opportunities to pursue and succeed in a college education. The Counseling Center plays a critical role in this by providing support that addresses students' mental health needs, empowering them to function at their best, stay focused, and achieve their academic goals.
<b>Service Objectives</b> Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	A professionally qualified counselor is available for mental health services, resources, and triage. One of the primary functions of the Counseling Center is to provide compassionate, accessible, and confidential support for individuals seeking emotional, mental, and psychological well-being. We are dedicated to fostering personal growth, resilience, and healing through a collaborative and student-centered approach. Through our partnerships with licensed therapists and mental health professionals, we are committed to creating a safe and inclusive environment where individuals can explore their concerns, gain insight, and develop the tools necessary to navigate life's challenges.

<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>Partnerships with licensed mental health providers have been established to offer a comprehensive range of services, including in-office and virtual therapy, telehealth support, a 24/7 crisis hotline, music therapy, and specialized assistance for survivors of sexual assault. These offerings ensure that students have access to diverse and responsive mental health resources tailored to their individual needs. While measurement of achievement in this area can be challenging to quantify, its impact is often reflected in improved student retention and graduation rates, which serve as meaningful indicators of success.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>Since the last program review, significant changes have taken place. Previously, Advisement and Counseling were housed within the same department. However, in response to the growing need for mental health support among students, the College made the strategic decision to separate the two functions. The Counseling Department is now located in a more private and accessible area of campus, offering an environment that better supports confidentiality and is more conducive to the therapeutic process. Previous action items were primarily centered on the Advisement component, with limited focus on the distinct needs and goals of the Counseling Department</p>
<p><b>Indicator: Need</b></p>	
<p>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?</p>	<p>Yes, this service is a mandated requirement, and the College is currently in full compliance with all required elements. Compliance is maintained through the continued funding and support of the Director of Counseling position, as well as the delivery of comprehensive mental health services.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The demand for mental health services has grown significantly, particularly in light of the Mental Health Early Action on Campus Act. While the College recognized the importance of a dedicated Counseling Department years before this legislation, the rising prevalence of student mental health challenges has made the need even more urgent. The College's proactive response reflects a deep commitment to supporting student well-being and academic success.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>As a newly established, stand-alone, department, student utilization of services is still being assessed. Ongoing evaluation efforts are in place to better understand usage patterns, identify areas of need, and inform future program development.</p>

1.4 How does the student usage compare to assessed need of the program/service?	With continued efforts to raise awareness of mental health services and resources among students and staff, we anticipate a steady increase in student utilization of Counseling Department services.
<b>Indicator: Cost</b>	
2.1 What are the current expenditures of the department?	Previously, Advisement and Counseling operated under a single shared budget. Since the departments were formally separated just four months ago, a dedicated budget for the Counseling Department is currently in development.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Mental health services such as BetterMynd and Crosspoint are sustained through grant funding, while the partnership with the Survivor's Resource Center is provided at no cost to the College, ensuring critical support services remain accessible to students. To ensure the long-term sustainability of services, the Director of Counseling is equipped to triage student needs and provide support directly when grant funding is unavailable. This approach helps maintain continuity of care and ensures that students continue to receive essential mental health services, regardless of funding fluctuations.
<b>Indicator: Quality</b>	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The program aligns with the Student Services Master Plan by promoting increased student access, engagement, retention, and success through more integrated and comprehensive support services. It also supports the Strategic Matrix goals of improving student completion and retention, as well as advancing institutional excellence.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Currently, aside from student employees who provide support at the reception desk, the only staff member directly employed by the College is the Director of Counseling. The Director holds a Master's degree in counseling with a specialization in school counseling. All additional mental health providers partnered with the College are licensed therapists, ensuring students receive professional and qualified care.
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?	Partnering with external mental health providers has proven to be highly beneficial for the College, significantly reducing overhead costs while expanding access to quality care. These partnerships have also enabled the College to offer unique therapeutic options—such as music therapy—that enhance support for both students and staff. While employees have access to mental health services through insurance and the Employee Assistance Program (EAP), offering additional, easily accessible on-campus options provides valuable, tangible support. Students appreciate having access to free and unique mental health services, which has had a positive impact on their overall success and well-being.



3.4 What are the strengths of this program or service?	Strengths of the Counseling Department include its significant, direct, and indirect contributions to student success and completion rates. By offering free, accessible services conveniently located on campus, the department effectively supports students' academic and personal well-being.
3.5 What are the challenges or weaknesses of the program/service?	Challenges facing the Counseling Department include the reliance on grant-funded partnerships, which creates uncertainty around the sustainability of those partnerships. Additional challenges involve increasing awareness of the program and available resources, as well as addressing and reducing the stigma associated with seeking therapy services.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The challenges faced by the office were identified based on budget constraints, fluctuations in state funding, and the nationwide stigma surrounding mental health and treatment. Strengths were identified through improvements in both graduation and retention rates.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Continuous improvement efforts include enhancing data collection and administering point-of-service surveys for each therapy option to assess effectiveness and implement solutions. As a newly established stand-alone department, the office is actively evaluating and developing its processes.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Data collection is ongoing, and outcomes will be evaluated at a later time. Additionally, students using BetterMynd complete a point-of-service survey to provide feedback on their experience. According to BetterMynd reports, over 30% of DACC students receiving services are being treated for depression, while more than 20% are being seen for general anxiety and trauma. Among the students served, 93% are female. The racial and ethnic breakdown includes 25% Black or African American, 11% White/Caucasian, 11% Multiracial, and 4% Asian.
3.9 Were there any identifiable equity gaps in the data? Please explain.	BetterMynd reports indicate that a higher proportion of Black or African American students are utilizing services. While this may not necessarily reflect an equity gap, it could suggest a greater need for support or need for increased awareness of available mental health services within this community. Alternatively, the higher utilization of BetterMynd services by Black/African American students may reflect greater awareness or engagement with mental health resources in that community, suggesting a need to expand outreach efforts to other student groups who may be underutilizing these services.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	By increasing awareness of available support services on campus, the goal is to encourage more students in need of mental health care to seek and utilize these resources.

3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A
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Review Results	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Intended actions include enhancing data collection through point-of-service surveys, implementing increased reporting requirements for partners, and organizing/participating in activities to raise awareness across campus – Incoming fiscal year.
<b>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</b>	At this time, no equity gaps have been reported. However, there is a noted need to possibly enhance awareness of available services within the Black/African American student community. This can be addressed by engaging with ICONIC, the African American men's organization on campus, to share information, as well as participating in relevant campus and community events to increase visibility and access to resources. Alternatively, the higher utilization of BetterMynd services by Black/African American students may indicate greater awareness or willingness to seek support within this group, highlighting the need to increase awareness among other student populations.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Due to the increasing need to support students facing mental health challenges, the Counseling Department recently separated from Advisement to operate as its own entity. A variety of therapy options are now offered to address individual student needs, all funded through grant support. While data collection is still in progress, future reporting will involve enhanced data requirements to better assess service usage, evaluate outcomes, and inform improvements to program operations.
<b>Resources Needed</b>	Resources should include sustained and increased funding to effectively meet the evolving needs of students and the broader campus community. Furthermore, additional staff may be required to support the implementation and delivery of expanded services.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Director of Counseling/Counseling Department.



## 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.

<b>College Name:</b>	Danville Area Community College
<b>Academic Years Reviewed:</b>	2021-2026
<b>Review Area:</b>	Disability Services
<b>Review Team</b> 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.	Lisa Rudolph -Director of Testing and Academic Services
<b>Mission</b> How does the program/service contribute to the mission of the college?	<b>Services offered through Disability Services ensures equal access to individuals with a disability in accordance with Americans with Disabilities Act and the Section 504 of the Rehabilitation Act.</b>
<b>Advancement of Equity</b> How does the program/service help advance equity?	<b>Carefully identifying accommodations that would eliminate the barriers of someone's learning experience while ensuring the integrity of the course/program is not undermined. This encourages Universal Design with the curriculum whenever possible.</b>

**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 Disability Services Program provides academic accommodations and support services to students with documented disabilities, in compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the state of Illinois education regulations.

The program serves a diverse student population, including individuals with learning disabilities, psychological conditions, chronic health issues, physical and mobility impairments, autism, or sensory impairments. We work closely with students, faculty, and campus departments to ensure equitable access to instruction, facilities, and campus activities. These services include, but are not limited to:

- Academic Accommodations
- Assistive Technology and Accessible Materials
- Disability Related Advising
- Coordination with Instructional Staff to Implement Accommodations
- Referrals to On-Campus and Community Resources.

The overarching goals of the program is to ensure equitable access to education, promote student success and retention, collaborate with faculty and staff, advance a culture of inclusion and equity, and continuously improve the programs quality.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?

**The office of Disability Services has made meaningful progress toward its overarching goals. These objectives and measured are as follows:**

- **Ensure Equitable Access to Education. – Largely achieved -Tracking the number of students serviced annually and the range of accommodations provided, monitoring accommodation requests, faculty implementation of feedback and student surveys.**
- **Promote student success and retention. - partially achieved-student surveys for check-ins, students showing improved academic outcomes.**
- **Collaborate with Faculty and Staff- Moderately achieved- faculty engagement is increasing, many report greater confidence in applying accommodations.**
- **Advance a culture of Inclusion and Equity-In-progress-Participation with DEI initiatives and equity planning**

<p><b>Past Program Review Action</b>  What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>Prior to the last review period the program was focused on shifting the role of Disability Services from providing an isolated service to students with a disability to integrating students into the services offered at the college. The intended actions were then to promote universal design on campus and into our curriculum designs, to promote self-advocacy among our students, and awareness campus wide that will ensure all needs of accessibility are being met. Various actions such as conversations with different divisions and offices, online resources made available, and participation in grant funded projects that discussed the placement of students were all completed. This is an ongoing effort, as accessibility will shift and evolve. Regardless of the efforts made barriers were ever present such as the number of staff working with Disability Services, the resources available to promote professional development for staff and faculty, and financial resources accessible to implement innovative practices associated with Universal Design.</p>
<p><b>Indicator: Need</b></p>	
<p>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?</p>	<p>The Section 504 of the Rehabilitation Act and the ADA requires the college to provide reasonable accommodations and ensure equal access to educational programs to students with a disability. Yes, the college reviews and makes adjustments to all reasonable requests. Part of that assurance is found in the dissemination of the information to our students through various contact points.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The need is rooted in the legal obligation as outlined by the ADA and Section 504 of the Rehabilitation Act. To further identify the need of the program, the institution has implemented measures available to inform students, whom then by means of the stated requirements, will identify their need for the services promoted by the office of Disability Services.</p>

1.3 If applicable, what is the student usage for this program/service?	<p>At DACC, approximately 3% of students are registered with Disability Services. The most commonly reported disabilities are ADHD, anxiety, neurodevelopmental, and mental health impairments. Students primarily use accommodations such as extended test time, note-taking assistance, and alternative format materials. Over the past 5 years, the number of student registrations has steadily increased, likely due to expanded outreach, reduced stigma, and recovering from the effects of COVID. However, some students still report challenges in connecting with the proper resources or navigating the application process.</p>
1.4 How does the student usage compare to assessed need of the program/service?	<p>Currently, approximately 3% of enrolled students at DACC are registered with Disability Services. Data suggest the percentage of community college reporting is around 3% however that is a significant decrease from the average during the 2020-2021 academic year which was closer to 41.3%. Based on prevalence data, incomplete requests, and internal observed need the assessed need is closer 7% of the student population. There is a significant gap between those who may qualify for accommodations and those actually receiving them, therefore an indicator of significant need for Disability Services. Several factors may contribute to this discrepancy:</p> <ul style="list-style-type: none"> <li>• Underreporting or lack of diagnosis</li> <li>• Stigma associated with seeking accommodations</li> <li>• Barriers in the intake process, such as the requirement for medical documentation</li> <li>• Lack of awareness of available services among students.</li> </ul>
<b>Indicator: Cost</b>	
2.1 What are the current expenditures of the department?	<p>As of the most recent fiscal year (2025) the total operating budget for Disability Services is \$900. The expenditures are allocated across the following primary categories.</p> <ul style="list-style-type: none"> <li>• Office Supplies &amp; Instructional Supplies (\$400). This includes sign language interpreters, alternate format materials, or assistive technology purchases and maintenance</li> <li>• Printing (\$300)</li> <li>• Travel- In State (\$200)</li> </ul>

2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?

The program is primarily funded through the institution's general operating budget, which covers core expenses such as assistive technology and basic accommodations. Additional supports may come from grants such as Perkins, federal funding through TRIO program, or partnerships with community resources such as the Department of Rehabilitation.

To ensure long-term sustainability while maintaining high-quality support for students, the program has implemented or is pursuing the following strategies:

- **Cross-training staff with the Testing Center.**
- **Shared Services.** Collaborating with departments like IT, maintenance facilities, Academic Affairs to share costs for accessible technology, campus physical accessibility, or classroom modifications
- **Digital Accessibility Integration.** Promoting universal design in digital course materials to reduce the need for reactive, one-off accommodations.

**Indicator: Quality**

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?

**The Disability Services program at DACC is guided by established national benchmarks and standards to ensure compliance, equity, and effectiveness. The program aligns its practices with the following frameworks:**

- **Federal Compliance Standards. Full compliance with the Section 504 of the Rehabilitation Act and with the Americans with Disabilities Act (ADA). Policies and procedures are regularly reviewed to ensure adherence to federal mandates regarding equal access, reasonable accommodations, and non-discrimination.**
- **Best Practices from Professional Organizations. The office of Disability Services uses AHEAD as its primary benchmark. The staff has also participated in webinars with AHEAD, ICCB, or other institutions to stay aligned with evolving best practices.**
- **Internal Quality Measures involve student surveys that are collected at the end/start of each semester to assess effectiveness and overall satisfaction. Faculty feedback is collected through continuous communication and collaboration to evaluate the accessibility and clarity of accommodation process.**
- **Case reviews are completed routinely to ensure student changing needs are still met with constituency and compliance.**
- **Benchmarking against similar institutions through professional networks and state consortium (ICCB) webinars/conferences. This allows us to review our types of accommodations offered and the use of assistive technology.**

<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p><b>DACC ensures all staff with the office of Disability Services are appropriately qualified and equipped to deliver high-quality, legally compliant services through a combination of hiring practices, ongoing training, and professional development. The hiring and qualifications involve at least a bachelor's degree in fields such as education, working knowledge of educational/learning disabilities and related support services, current knowledge of state and federal laws pertaining to serving people with disabilities including the Section 504 of the Rehabilitation Act and the ADA. Professional development is encouraged among staff to attend AHEAD workshops and conferences, ICCB conferences, and campus let training on FERPA, equity, and mental health support. Lastly the college ensures all staff are qualified through supervision and evaluations that occur annually through institutional performance review process. The Disability Services office collaborates with departments such as counseling to ensure specialized services area delivered with professional expertise. In some instances, outside consultants are contracted, ensuring that all services providers are certified and vetted.</b></p>
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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?

**Disability Services has taken an innovative approach over the last 5 years to embed the efforts of access into broader efforts to strengthen course integrity and academic standards. Shifting the narrative of “accommodations give an advantage” to “accommodations will uphold and encourage excellence”. Working collaboratively with faculty to uphold academic integrity while ensuring accessibility, the program foster a culture where students with disabilities can meet the same rigorous standards as other students. This ensures expectations are not lowered and curriculum is not jeopardized. Each semester personal contact is made with each faculty member to offer any support in implementing any accommodations, as well as, provide links and resources to help faculty assess their own course requirements.**

**The office of Disability Services also focuses on supporting student empowerment by guiding students on how to advocate for themselves. This can involve email templates for initiating conversations with faculty that are uncomfortable. At the end of each semester information is collected to evaluate how the students utilized their accommodations and whether they experienced any obstacles in doing so, this encourages the student to self-reflect on how they ensured they were given the access necessary to succeed or fail, and ultimately promoting accountability.**

**In maintaining the lines of communication and mediating from both perspectives Disability Services is able to build and maintain mutual trust between all sides**

<p>3.4 What are the strengths of this program or service?</p>	<p><b>Student-centered and inclusive approach empowers students to self-advocate, access resources, and engage meaningfully in academic experiences. This also promotes growth that will ultimately expand to living independently within their personal lives.</b></p> <p><b>Strong faculty collaboration to uphold academic integrity while ensuring access.</b></p> <p><b>Comprehensive transition support for students still enrolled in high school receiving an IEP/504 plan. This helps reduce barriers students face once they shift out of high school and into postsecondary education. This also streamlines the process and ensures consistent communication to students and faculty.</b></p> <p><b>Data-driven and outcome-oriented practices to ensure student usage, satisfaction, and success metrics to guide service improvements.</b></p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p><b>One of the ongoing challenges is limited staff relative to the student and faculty demands for support. The number of caseloads has increased and as we've moved into recent restructuring efforts to redistribute the management of high school cases, impacting our ability to provide proactive outreach, individualizes support, and timely follow-up.</b></p> <p><b>Another challenge would be inconsistent faculty training gaps or buy-in. We currently lack the resources to provide ongoing, in-depth training for all instructors.</b></p> <p><b>Our budget constraints are pretty major as we are working with a \$900 each fiscal year. The budget challenges our ability to expand services (real-time captioning, note-taking support, and assistive technology), maintain hardware and software across campus.</b></p> <p><b>Our student awareness and engagement are a weakness as students are unaware of how and what the program is meant to support.</b></p> <p><b>We do not operate with the use of software solutions to complete administrative tasks. Manually processing and technology gaps are time-consuming and directly decrease efficiency.</b></p>

<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p><b>Student feedback surveys are completed at the end/beginning of every semester to assess the usage and satisfaction of the overall support.</b></p> <p><b>Faculty and staff feedback is collected through open focus groups that are set up to target specific disability related topics.</b></p> <p><b>Accommodation request and usage data tracks the types of accommodations utilized, the frequency of use, timeliness, through the student surveys and instructor feedback allowing us to modify our and shift our services.</b></p> <p><b>Benchmarking with peer institutions or AHEAD recommendations for best practices allow us to compare our policies, staffing ratios, service models, and technologies with other community colleges and disability services programs.</b></p> <p><b>Collaborating with Institutional Effectiveness to periodically review our program objectives and results.</b></p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p><b>Same as above.</b></p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p><b>Key categories that were collected were student demographic (namely disability type), program enrollment, accommodation usage, and academic outcomes.</b></p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p><b>Underutilization of services by certain populations showing an underrepresentation of those populations compared to general student population. Although the enrollment disparity of the same population is consistent with the disparity of those receiving services.</b></p> <p><b>Lower academic outcomes among specific disability types identified. Course or program completion date indicated that students with intellectual disabilities, psychological, or with multiple diagnoses were likely to withdraw from courses compared to those with learning or physical disabilities.</b></p>

<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The college is actively engaged in several efforts to identify and close equity gaps while promoting inclusive, accessible participation in academic and student life for individuals with disabilities. These include targeted outreach for underrepresented student populations according to first generation students, students of color, veterans, and English language learners. This also includes regular trainings the college provides to promote inclusive practices and awareness of discrimination. Streamlining access to accommodations and support services through additional access points (testing center, counseling office, Trio) reduces unnecessary barriers to self-identify. Cross-department collaborations help to address intersectional barriers such as Veterans Services, Trio, Counseling office. These offices are able to extend culturally competent, trauma informed services that will be specific to the needs of every unique student by integrating their services or expertise. Lastly the college implements data-driven equity planning on service usage, academic outcomes, and student satisfaction annually to identify disparities. They directly determine budget requests, outreach, and program adjustments.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The Disability Services program addresses inequities in our instructional programs by ensuring access through accommodations, promoting Universal Design and inclusive pedagogy, faculty support and consultation, participation in curriculum committees, and through student and faculty feedback.</p>
<p><b>Review Results</b></p>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none"> <li>1. Expand outreach. Develop and distribute disability services information tailored to different student needs or situations. -Materials developed by January 2026; Launch by April 2026</li> <li>2. Provide target faculty training on accessible instruction. Develop and offer new training focused on creating accessible course materials and understanding the accommodation process.</li> </ol>

	<p>-Materials finalized by June 2026; Training launched by August 2027</p> <p>3. Improve data collection and analysis of student outcomes by working with IR to track retention, GPA, and course success identified by disability type, race/ethnicity, and accommodation usage. -System enhancement by October 2025; First report by February 2026</p> <p>4. Streamline accommodation delivery using new technology tools such as AIM, Accommodate or Clockwork. -Proposal sent June 2025;</p> <p>5. Develop a peer mentoring or transition support program. Integrate other offices for intersectional support. -Program designed by December 2026; Pilot August 2027</p>
<b>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</b>	<p>We have begun collecting and analyzing data by disability type and service usage. This insight has directly informed our planning and outreach strategies.</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The program review revealed that the Disability Services program is effective in delivering legally compliant accommodations, fostering collaborations with faculty, and supporting student success. Strengths include student-centered approach, timely service delivery, growing use of assistive technology, and increased faculty engagement in accessible instruction. Several challenges were identified, including</p> <ul style="list-style-type: none"> <li>• Underrepresentation of students of color utilizing service</li> <li>• Inconsistent implementation of accommodations across departments</li> <li>• Limited staffing and technological capacity to scale services</li> <li>• Lower academic persistence among students with</li> </ul>

	<p>psychological and multiple disabilities.</p> <p>To address these findings, future modifications will focus on:</p> <ul style="list-style-type: none"> <li>• Expanding equity focused outreach and awareness efforts</li> <li>• Strengthening faculty training in Universal Design and cultural responsiveness</li> <li>• Improving data systems to track student outcomes disaggregated by disability type and service usage.</li> <li>• Streamlining processes using updated technology</li> <li>• Enhancing collaboration with programs to reach underserved populations.</li> </ul>
<b>Resources Needed</b>	<ol style="list-style-type: none"> <li>1. Increased staffing and professional support. More specifically additional specialist to manage increased caseloads, assistive technology coordinator or technical to support growing demand for accessible formats and digital learning support, and peer mentors or student ambassadors from diverse backgrounds to assist with outreach, transition, and self-advocacy training.</li> <li>2. Technology and software upgrades including, management systems (AIM, Accommodate, Clockwork) to streamline service delivery, data tracking, and communication with faculty, campus wide licenses for accessibility tools like captioning services to support instructional access, and increased investment in assistive devices.</li> <li>3. Professional development and training resources for Universal Design and accessible teaching practices for staff and faculty.</li> <li>4. Institutional research and data support to collect, organize, and analyze data for student with disabilities and tools to evaluate long-term trends in retention, success, and service effectiveness.</li> </ol>

**Responsibility**

Who is responsible for completing or implementing the modifications?

1. Disability Services Program Lead. Oversee the implementation of the review's recommendations
2. Counseling and Support Staff.
3. Vice President of Academic Student Affairs for administrative support for staffing, budgeting, and resource allocation.
4. Institutional Research office to help collect, organize and analyze student data.
5. Faculty and department chairs for implementing instructional practices and accommodations and collaboration
6. Office of DEI to collaborate on culturally responsive outreach, training, and services.
7. IT department to support acquisition and implementation of assistive technology tools and accommodation management systems. Ensure compatibility with campus systems.

## 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.

<b>College Name:</b>	Danville Area Community College
<b>Academic Years Reviewed:</b>	FY20-FY24
<b>Review Area:</b>	Library
<b>Review Team</b> 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.	Dr. Penny J. McConnell, Assistant Vice President Academic Affairs and Dean of the Library Dr. Ruth Lindemann, Technical Services Librarian Kathy Hantz, Circulation Manager Jennifer Seda, Part-time Reference Librarian
<b>Mission</b> How does the program/service contribute to the mission of the college?	Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences that meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share. The library plays a critical role in making academic resources accessible to all.
<b>Advancement of Equity</b> How does the program/service help advance equity?	Many of the College's students are under-resourced. The library provides computer access, free printing, textbook loan services, and other resources that help these students meet their academic goals. Library staff are the campus experts on Open Educational Resources (OER), which is known to address issues of equity. They also provide faculty and students guidance on the use of AI.
<b>Service Objectives</b> Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The DACC library and its staff are committed to providing high quality services and resources that uphold the College's mission and vision and to supporting the teaching, learning, and research needs of the campus community and the College's diverse curriculum.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Since the last review the library has weathered two major upheavals – COVID (along with everyone else) and nearly a year operating out of a small classroom while the building the library is housed in was closed for renovation. Annual usage data throughout the period under review helped the library staff assess how it was meeting the needs of its patrons and where it needed to focus ongoing efforts.



<p><b>Past Program Review Action</b></p> <p>What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>In the last review the library staff was poised to focus on how they would assess the impact the library has on student learning. Library staff were participating in a three-year project sponsored by CARLI and the goal was to be prepared to make effective use of research findings on the impact of academic libraries on student success for the twin purpose of service development and library advocacy. Library usage was seriously impacted during COVID and has not returned to pre-COVID levels. Library staff members were unable to complete the CARLI project as planned. Using usage data, library staff have adjusted services and resources to meet the evolving needs of the DACC community.</p>
<p><b>Indicator: Need</b></p>	
<p>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?</p>	<p>It is not explicitly stated that colleges are statutorily required to have libraries, but the Illinois Library System Act highlights the state's policy to encourage cooperation among all types of libraries, including those in institutions of higher education. DACC is accredited by the Higher Learning Commission, whose standards include library resources. DACC, most recently reviewed in 2022, met those standards, as it did in all previous reviews.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>Usage data is collected annually for the services and resources provided by the library. These statistics show the need for them.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Usage is tracked in the following ways: Gate Count (number of individuals physically in the library); Print Circulation (including interlibrary loans); Digital Circulation; E-serials Usage (digital/electronic); Reference Transactions; Consultations: Virtual Reference Services; Number of Synchronous Presentations; and Attendance of Asynchronous Presentation.</p>

<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Gate Count was at its highest level in 2020, prior to COVID with 13,235 physically using the library space. The Gate count dropped to a low of 3602 in 2021 but has steadily risen to 7080 in 2022, 8788 in 2023, and 10,473 in 2024. The same trend is true with print circulation, going from a high of 1225 in 2020 to a low of 528 in 2021, and gradually increasing to 935 in 2024.</p> <p>Digital Circulation was at its lowest in 2020 with 1189 but increased in 2021 (2083), 2022 (1944), and 2023 (2157) and then dropped in 2024 (1627).</p> <p>E-serials usage was at it highest in 2020 (86,174) and dropped each year after that to 17,194 in 2021, 9,117 in 2022, 7,324 in 2023 and 6,755 in 2024.</p> <p>Reference transactions (in person) dropped from 366 in 2020 to 254 in 2021 but then rose to 292 in 2022, 372 in 2023, and 550 in 2024.</p> <p>Virtual reference services were lowest in 2020 with 20, jumped to 112 in 2021, and then dropped to 92 in 2022, 49 in 2023, and 52 in 2024.</p>
<p><b>Indicator: Cost</b></p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>The library has an annual budget of approximately \$375,000. About two thirds goes to salaries and benefits and the other third to supplies, printing, materials, books, publications and dues (e-resources), and travel/conferences/meetings.</p>

<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The library is funded through the education fund as part of the College's operating budget.</p> <p>The library maintains membership in the Consortium of Academic and Research Libraries in Illinois (CARLI), Illinois Heartland Library System (IHLS) and OCLC (formerly known as Online Computer Library Center. It is also a member of the Network of Illinois Learning Resources in Community Colleges (NILRC) and Illinois Community Colleges Online (ILCCO).</p> <p>As a result of these memberships the library provides patrons direct access to the collections of 76 other academic libraries throughout the state of Illinois and collections of libraries throughout the world.</p> <p>These memberships also provide sizeable discounts on resources and professional development opportunities to library staff at little or no cost.</p>
<p><b>Indicator: Quality</b></p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>The DACC library adheres to the American Library Association (ALA) Library Bill of Rights. This Bill of Rights outlines the basic policies that guide all of our services. These include collection development; access to information; free expression and access to ideas; access for all individuals regardless of origin, age, background, or views; and right to privacy and confidentiality in library use.</p> <p>The DACC library follows the guidelines of the Association of College &amp; Research Libraries (ACRL), including the ACRL Framework for Information Literacy for Higher Education. The library participates in the annual ACRL Trends &amp; Statistics Survey and uses the results of that survey to inform its programs and services.</p>

<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>The College has established minimum qualifications for all positions on campus. These qualifications are systematically reviewed as part of the reaccreditation process. The Dean holds a Doctorate in Education from the University of Illinois and has served as the dean since 2008. She has previous library experience at Southern Illinois University/Carbondale. The Technical Services Librarian holds a Doctorate in English and a Masters in Library Science from an accredited program and has extensive library experience. The Part-time Reference Librarian holds a Master's Degree in Biology and has extensive library experience. The Circulation Manager holds a Master's Degree in Film and has extensive library experience.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>In order to draw more students into the library space, the staff members started a Board Games Club. The Club meets weekly in the library and is open to all students (and potentially college faculty and staff). The response was a very gratifying. A diverse group of students in regards to age, gender, race, and ethnicity regularly participated. This effort will be continued in FY 2026.</p> <p>Staff members also initiated several "reading challenges" over the course of the year. Students, faculty and staff (including retirees) were invited to participate. There was a theme for each challenge and small prizes were awarded to those reading the most books, etc. Readers could participate in a blog to share thoughts, ideas, and surprises. Only a few students participated, but staff held a "Summer Reading Launch" in the library in May while students were still on campus and recruited more summer readers. This will definitely be continued in FY 2026.</p> <p>As always it is hard to determine a cause/effect relationship between services or resources provided through the library. Students seeking these are potentially already more likely to be successful.</p>

<p>3.4 What are the strengths of this program or service?</p>	<p>The library itself is beautiful and conveniently located in the historic Clock Tower on the DACC campus. The College provides funding to support the resource needs of a 21<sup>st</sup> century academic library. The staff members are highly qualified with many years of library experience. Perhaps the greatest strength of the library is its adaptability. The library staff have responded to the many, many external forces that have changed the academic landscape over the last several years and continued to ensure that library programs and services are accessible to the many patrons they serve.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Library usage has declined not just nationwide but worldwide. So much is available via the Internet that people no longer MUST visit a library physically or even virtually to get services or resources. The challenge is to make a strong case for the expertise available in the library that is not necessarily available elsewhere.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>In the past the library staff have used student and faculty surveys to determine strengths and challenges. Because there were many disruptions due to COVID, post-COVID, and building renovations they relied solely on usage statistics to guide them the last three years. Staff plan to resume conducting student and faculty surveys in the coming academic year.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Library staff routinely monitor usage of the facility and resources, as well as circulation statistics, to determine how to better serve its patrons. Staff track where the students are in the library hourly to determine the best way to configure the space to support their needs. They monitor database usage regularly to evaluate the mix of databases against actual student usage. In addition, they track the circulation of materials, paying particular attention to what is borrowed by patrons outside DACC and what DACC students and faculty are borrowing from other institutions.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>The library staff disaggregate data by the service or resource usage only, not by the user. Please see 3.9 for explanation.</p>

3.9 Were there any identifiable equity gaps in the data? Please explain.	The library adheres to the ALA Library Bill of Rights. Number VII states: All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information. Thus, the library staff do not attach any demographic information to the data they use to assess the effectiveness of its programs/services.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	While library staff do not use any demographic data when monitoring usage, they are committed to providing accessible resources and services to the DACC community. They are closely following recommendations from the CARLI Diversity, Equity and Inclusion committee to assist CARLI in modeling best practices in diversity, equity and inclusion in their membership. This committee was established in 2024.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	The library does not address inequities in instructional programs, but it does strive to make academic resources available to students who might not otherwise have access to them. Key examples are the textbook reserve program, anatomy model loan program, Leganto (which provided students digital access to textbooks the first day of class), and PrepStep for Community Colleges.
<b>Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Library staff will continue to take a leadership role in the implementation of OER on campus. Library staff will continue to offer activities that encourage students and other patrons to visit the library facility and/or use library programs/resources. Library staff will continue to monitor emerging trends in higher education and in libraries specifically (such as AI) and adapt programs and services accordingly. Library staff will continue to monitor usage data and adjust programs and services accordingly.
<b>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</b>	Advocating for increased usage of OER will help address equity gaps on campus overall. Implementing practices recommended by the CARLI DEI committee will help address equity gaps in the library and the campus overall.
<b>Rationale</b> Provide a brief summary of the review findings and	The library staff members have extensive experience and have not just adapted to changes in the higher education/library landscape but also have taken leadership roles across campus.

a rationale for any future modifications.	They can be counted on to make sure DACC students, faculty and staff have the services and resources they need to meet their academic needs.
<b>Resources Needed</b>	Ongoing financial support from the institution Continued support at the state level for CARLI and other consortiums to which the DACC library maintains membership
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dr. Penny J. McConnell, Assistant Vice President Academic Affairs and Dean of the Library

Adult Education and Literacy					
College Name:	Danville Area Community College				
Academic Years Reviewed:	2020-2024				
Performance and Equity					
Please complete for the ABE/ASE program reviewed. Data for each year may represent a cohort.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	206	137	138	193	247
Number of Completers	22	16	23	14	40
Number of Students in a Bridges course:	20	17	11	37	185
Number of Students in an ICAPS course:	21	11	6	7	26
Number of Students in Workplace Literacy Training:	0	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data supports our program goals as the numbers continue to climb post-pandemic. Expansion of Bridge and ICAPS offerings allows students to find success beyond their Illinois High School Diploma.				
Are there any identifiable gaps? If so, please explain.	The pandemic created a significant gap for our program. Limited access for students created more barriers, even as we tried to remove them for the students. Over this period, the program and students have rebounded and exceeded pre-pandemic success.				
What is the college doing to overcome any identifiable gaps?	The college saw the need to invest even more into this program. Restructuring took place in 2022. A new Dean and Director were hired to bring new life and perspective to this program. This allowed students to reengage with a new set of administrators to support them.				
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	Racial equity is key to the program here at DACC. We strive to ensure every student has equitable access to every opportunity we can provide. We emphasize equity in our hiring practices, student recruitment, and stipend benefits.				
Review Summary					



<b>Program Objectives</b> What are the objectives of the program?	The objective is to provide every individual in District 507 access to Adult Education services (High School equivalency, English Language Acquisition, and literacy services), including increasing postsecondary transitions and credentials, strengthening college and career readiness, and access to career pathways
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	This program continues to grow and expand. Goals and objectives continue to grow, and students continue to seek assistance here at DACC. We see in the data that more students are entering classes, staying in classes, and achieving their goals, which in turn helps our program achieve its goals.
How do your program objectives align with the goals and objectives in the <a href="#">2018-2023 Illinois Adult Education Strategic Plan</a> ?	The objectives of DACC align well with those of the Illinois AE Strategic Plan. Students are receiving equitable access. Students are obtaining their Illinois High School Diploma. Students are also finding success in Bridge and ICAPS programs, which lead to increased credential attainment at the college level. Increased technology access has been a massive undertaking over this period, as students had to have access, whether in class or at home, to continue their education.
What gaps were identified as it relates to program need?	When the pandemic hit, our program was severely underprepared to meet the needs of our students to continue online. Now we can offer robust and effective online courses.
What additional support is needed to help students transition to postsecondary education or employment?	Continued and increased funding to support Bridge and ICAPS programming is essential to our ability to assist students in this way. Funding is our biggest obstacle to credential attainment.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	DACC continues to pursue additional grant funding to support students in this way. This program also works closely with our Foundation to provide scholarships to students that desire to continue their education.
Discuss how the program strengths will lead to improved student outcomes.	Improved student outcomes are a result of the structure and organization offered by a revamped administrative structure. Students feel supported every step of the way through the program, and they recognize the ability to overcome obstacles with the assistance of our Adult Ed staff.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	<ol style="list-style-type: none"> <li>1. Expanded and revamped ICAPS program.</li> <li>2. Expanded and improved online course programming.</li> <li>3. Emphasis on content-standards alignment.</li> <li>4. Expanded Bridge coursework for students.</li> </ol>

## Review Analysis

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

Indicator 1: Need	Response
1.1 Detail how the ABE/ASE offerings align with the Index of Need and priority populations identified in WIOA for the program area.	This program has recognized that the need for stability and flexibility has been one of the biggest needs for students based on the Index of Need and priority populations for College District 507. Students need accessibility, which is being addressed by this program. Students have the opportunity to attend classes that fit their schedule, and accessibility is made available for all students.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	This program has expanded the ICAPS program for students to find success in areas of the college that students desire, and community partners need additional employees for. As CDL has grown immensely over the past 4 years, we have implemented this offering in partnership with our community partners. Bridge classes prepare and educate students to be able to pursue these continuing opportunities.
1.3 Detail how past ABE/ASE enrollment trends mirror the index of need for the program area.	Even with the downturn in population in our district, the ABE/ASE enrollment continues to increase. Increased effort in recruitment and retention, and the hiring of the recruitment and retention coordinator, has led to increased numbers for this program. While there are limits based on population for this program, we will continue to communicate the opportunity within this community.
1.4 Detail how Bridge Program enrollment trends mirror the index of need.	Bridge program enrollment continues to exceed the expectations from the index of need. As we see the impact these classes make in a student's progression, we emphasize that enrollment in a Bridge Program opens the door for success. The index of need shows a diverse set of students needing these courses, and our demographics reflect that.
1.5 How will students from vulnerable populations (hardest to serve) be recruited and retained?	We continue to promote our student success efforts to the most vulnerable populations. We have implemented a student stipend program that can alleviate many obstacles to student success. We communicate this through student success stories and especially in our enrollment practices.
Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	The total monetary cost to administer the program for FY 24 was approximately \$400,000.

2.2 How is the college supporting the training portion of an IET for adult education students?	This program receives the Adult Education and Literacy Grant from ICCB in addition to the Innovative Bridge and Transitions Grant. The funds from these grants allow for student support to take place at a level that shows significant progress and success. This program also takes advantage of the generosity of Danville Area Community College, as they continue to offer a match to the AEL Grant from ICCB. IET students are supported just like the rest of our college students. No restrictions are put on these students because of their programming status.
2.3 Identify if and how your program utilizes Ability to Benefit for Adult Education students.	This program does not utilize Ability to Benefit.
2.4 Explain how institutional dollars provided to the Adult Education program are used to increase student outcomes.	Institutional dollars go to help support student success by increasing accessibility to supplies, technology, and additional instruction. These dollars allow for the expansion of the program beyond the grant capabilities.
2.5 What sources are being utilized in braided funding?	Funds from this institution, the Adult Ed grant, the Innovative Bridge grant, Vermilion County Works, and Community Action are all braided together to meet the needs of our students. Especially when a student is pursuing an ICAPS pathway, the funds are there to support them for success.
2.6 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	The sustainability plan for these programs is to continue seeking grant funding. Without this funding, we would not be able to continue these programs.
2.7 Are there needs for additional resources? If so, what are they?	Additional funding is always needed. As we look to expand programming opportunities, this is the biggest obstacle we see.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	<ol style="list-style-type: none"> <li>1. Program staff who truly understand student support.</li> <li>2. Program staff who have graduated from this program.</li> <li>3. Compassionate, knowledgeable, and qualified instructors.</li> <li>4. The program has existed at DACC for over 30 years.</li> <li>5. College's commitment to the success and inclusion of Adult Education students.</li> <li>6. Strong partnerships with area organizations to network and collaborate with. These include government agencies, WIOA partners, law enforcement agencies, non-profits, and past students.</li> </ol>

3.2 What are the potential weaknesses of the program?	<ol style="list-style-type: none"> <li>1. Declining population in College District 507.</li> <li>2. Funding decline from pandemic numbers.</li> <li>3. Lack of time due to significant grant funding reporting requirements.</li> </ol>
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	<ol style="list-style-type: none"> <li>1. All Instructors complete professional development on Content Standards yearly.</li> <li>2. Instructors are required to submit sample content-standard lesson plans each semester.</li> <li>3. Each classroom contains Content Standard manuals.</li> <li>4. A minimum of one Instructor per year is required to participate in Standards certification training.</li> <li>5. Instructors are evaluated on the inclusion of Standards.</li> </ol>
3.4 Identify existing ICAPS programs and how they have been incorporated across the institution. List any plans for future ICAPS programs.	<p>This program is one of the original 8 college programs in Illinois' ICAPS history. The program now includes three pathways:</p> <ol style="list-style-type: none"> <li>1. Certified Nursing Assistant (CNA)</li> <li>2. PHMB</li> <li>3. HVAC</li> <li>4. Welding</li> <li>5. Manufacturing</li> <li>6. Automotive</li> </ol>
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	<p>This program offers face-to-face classes on our DACC campus during the daytime hours and at night. Classes are also offered at the DACC Higher Learning Center in Hoopeston at night. We also offer a robust online opportunity for students to continue working towards their goals. Synchronous and asynchronous learning are available with our Hyflex technology.</p>
3.6 What innovation has been brought to or implemented in this program?	<p>Hyflex technology has allowed students to attend class in the modality that works best for them. In-person, synchronously, or asynchronously are all available to students throughout the year.</p>
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	<p>A new partnership with Juvenile Justice has allowed students to pursue continued education through our program. This has allowed students who may not see the opportunities to be supported by our staff as they move toward a brighter future.</p>

3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	Staff and instructors are encouraged to be a part of IACEA. IACEA leads the way in Illinois for helping to provide great professional development opportunities and continuing education for Adult Education teams. Our team also attends the Forum for Excellence each year in addition to staying on top of the resources offered by the PDN team.
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	Funding has been the greatest barrier to successful ICAPS implementation. Students desire to seek continuing and simultaneous education, but the need for additional funding to support these students is limited. This barrier has been addressed by seeking additional funding from additional grant opportunities, as well as funding through partnerships with WIOA partners. This is a year-to-year process of assessing the funding that can be obtained to support these students.
3.10 How does the program partner with WIOA Core partners to ensure adult education students successfully transition to post-secondary education?	This program partners with WIOA Core partners to successfully transition students by braiding funding with Vermilion County Works and Community Action to remove barriers for students desiring to continue their education.
3.11 Detail the types of professional development related to Bridge and ICAPS programming in which staff have participated.	This program has attended training for Bridge and ICAPS at the IACEA Conference and Forum for Excellence. This program has also partnered with the PDN to develop and present ICAPS training to encourage others to see the success of this program. Training was done in person and online through the Zoom platform for other institutions to have access to.
3.12 Discuss how ABE/ASE and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	These courses help students see the basic skills needed to determine what pathway they would like to pursue in their education. The skills that are mastered in the transition courses allow a student to have a head start when continuing in this pathway and into post-secondary education.
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	Technology skills are integrated into every level of instruction to improve student outcomes by ensuring that all of our students continue to improve their technology skills through daily technological implementation in classes. This is emphasized through upgraded technology in our classrooms and the ability to support students with loanable technology at our institution. This ensures students will be able to continue their progress even in the unimaginable moment of another pandemic.
List any barriers encountered while implementing the program.	

Barriers since the last program review have included decreasing grant funding since the pandemic (causing a reduction in staff and having to rebuild), continuing changes to the acceptable testing through Casas and Tabe, increased cost for GED testing in addition to the obstacles created by the sale of Hiset to a new organization, and a reduction in College District #507 population.

## Review Results

### Rationale

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

Based on this review, the program seems to be well-led and is producing results as gauged by NRS achievement numbers and grant continuance. Staff and faculty continue to complete and exceed the required professional development minimums, while our program continues to see great student success. The program went through some lean years due to the pandemic, which decreased numbers, but has rebuilt to exceed pre-pandemic levels. Student persistence numbers are very good, and outreach/recruitment activities along with college-inclusion activities/marketing are holding enrollment at good, though slightly decreased, percentages. Continued advancement of ICAPS and Bridge programming will only strengthen employment opportunities for future students while meeting local labor demand.

### Intended Action Steps

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

1. Continue to expand ICAPS programming to reinclude CNA this year. (Spring 2026)
2. Increase student success by implementing an Accelerated GED class to expedite student success and goal attainment. (Fall 2025)
3. Continue to ensure instructors are obtaining proficiency in standards certification. (Fall 2025)

### Program Objectives

If program objectives are not being met, what action steps will be taken to achieve program objectives?

Due to the excellent leadership of the Adult Education staff and faculty, this program is meeting and exceeding program objectives.

### Performance and Equity

To what extent are action steps being implemented to address equity gaps, including racial equity gaps?

Ensuring that there are no equity gaps in our program has been an emphasis for years, and we continue to make sure our program is equitable. The action steps listed above are in place not only to ensure equity but also to provide continued opportunity to all of our students to find success.

### Resources Needed

1. Expanded grant funding for Adult Education.
2. Grant reporting expectations and duplications in multiple grants limit the time available to meet students' needs. Simplified grant reporting is needed.
3. Expanded funding for professional development to allow instructors to attend more training.



<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The Dean, Adult Education, along with the Director, Adult Education, holds the responsibility of completing and implementing modifications for this program. The Dean reports directly to the Provost of the institution. The Director communicates with the staff directly to achieve desired outcomes.
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