Program Review Cover Page	
College	Danville Area Community College
District Number	507
Contact Person (name, title, contact information)	Dr. Penny McConnell Vice President Academic Affairs 2000 East Main Street Danville, IL 61832 Phone: 217-443-8771 Fax: 217-443-8587 Email: p.mcconn@dacc.edu
Fiscal Year Reviewed:	2026

Directory of Reviews Submitted

Area Being Reviewed	Page Numbers
Career and Technical Education	2-25 Automotive Technology AAS 26-50 Auto Technology Certificate 51-74 Fundamentals of Auto Certificate 75-90 DOC Advanced Auto Tech Certificate 91-106 DOC Basic Auto Certificate 107-120 Early Childhood Paraprofessional 121-134 Early Childhood Childcare 135-147 Advanced Manufacturing 148-160 Manufacturing Engineering Technology 161-173 Maintenance Mechanic 174-186 Advanced Maintenance Mechanic 187-200 Mechatronics 201-226 Medical Assistant Certificate 227-249 Small Business Ownership 250-262 Tractor Trailer Driver
Academic Disciplines	263-307 Social and Behavioral Science
Student and Academic Support Services	308-313 Athletics 314-324Student Activities
Cross-Disciplinary Instruction	325-329 Vocational Skills – EMR 330-334 Vocational Skills - EMT 335-338 Vocational Skills – Pharmacy Tech 339-343 Vocational Skills - Phlebotomy
Prior Review Supplemental Information	
Other Attachments as Necessary	

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2021-25

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Technology AAS	Degree	62	470604	● Automotive Technology Fundamentals Certificate ● Automotive Technology Certificate ● Electric Vehicle Technology 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.

Program Objectives

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

Program Outcomes/Objectives

1. Students will implement safe work habits in the automotive technology environment.
2. Students will exhibit proper usage and care of basic automotive tools and equipment.
3. Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner.
4. Students will document repairs of vehicles thoroughly and accurately.
5. Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems.
6. Students will demonstrate appropriate automotive skills and technical knowledge to be successful in entry level automotive positions.

Possible Occupations:

- Automotive Service Technicians & Mechanics
- Electrical & Electronics Install & Repair Tech, Trans Equip
- Electronic Equip Installers & Repairers, Motor Vehicles

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments, and Institutional Research & Reporting data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the program. 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 Research & Reporting. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 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) Implement Fall 2021
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Dean Graves;Automotive Faculty ● Alan Wilson; Automotive Faculty ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. D. Graves and A. Wilson provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with

	students to gauge workforce success after graduation

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Automotive Technology AAS degree totals 62 credit hours, exceeding the standard 60-hour benchmark by 2 credit hours, to ensure students develop the comprehensive technical knowledge, hands-on laboratory experience, and industry-aligned competencies necessary for employment and certification in the modern automotive service industry. The additional credit hours allow for additional contact hours within the curriculum including extensive laboratory and applied learning components These experiences are essential for mastery of diagnostic, repair, and maintenance skills and require additional contact hours to meet industry standards and support student competency attainment.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following: ● *Automotive Service Technicians & Mechanics* show an annual compound growth within our region of .20% and .23% in Illinois. With a projected increase from 2022-2032 of 1.98% for the region and 2.28% for the state. ● 2023 wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $28,550 for entry level to $67,790 for experienced positions, with a $46,200 median. Wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $29,520 for entry level to $75,880 for experienced positions, with a $47,460 median. * The EDR2 region 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?	Per the last review, the job outlook was stated as “expected to grow slightly in our region.” While unable to numerically compare reports, this statement aligns with the current projections. Looking forward, positions are projected to increase at the rates indicated above.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is an ongoing effort for all programs across the institution. The current pipeline for the Automotive Technology program includes area high school students, G.E.D. completers, adult learners, and displaced workers seeking training for high-demand technical careers. To foster the primary pipeline of high school students, the program maintains partnerships with local high schools through career and technical education outreach, campus visits, dual credit opportunities, and participation in career fairs and community events. In particular, the College Express program allows high school students to complete a stackable certificate applicable to the Automotive Technology AAS degree during their final two years of high school, creating a direct pathway into the program after graduation. Recruitment efforts focus on building awareness of the program and career opportunities in the automotive industry.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes to curriculum are initiated by faculty. Concepts may be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, industry partners, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost. Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution. In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized. A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource allocation, and continuous improvement efforts.
2.2 What are the findings of the cost-effectiveness analysis?	The primary cost to the institution associated with this program is full-time faculty salaries and benefits packages. The program includes two full-time faculty members. For the five year review cycle, salary/benefit costs for two full-time faculty averaged $193,911. This is comparable to other CTE programs with two instructors, averaging less than Manufacturing and Computer Networking.

	In addition to faculty salary/benefits, additional costs include equipment updates and maintenance. Expenses logged within the past five years were maintenance services, contractual services, instructional supplies, office/other supplies, printing, publications/dues, vehicle supplies, and travel. The table below shows the five-year breakdown of the program's net income. Over the five-year review period, the average net income percentage for the Technology Automotive program was -34.6%, with a positive increase of 17.2% from year one to year five. FY2025 was the most profitable year of the review. The table below indicates the program's total credit hours. Total credit hours spiked in FY2024–doubling from the previous year–and continued to increase in FY2025. Credit hour increase has helped improve the net income ratio in the most recent years. A targeted effort to raise credit hours could lead the program into a positive net income standing.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is funded by technology bonds, the general education fund, Perkins grants, the ICCB Rev Up EV grant, as well as funding/donations from local industry partners. In the case grant funds would cease, the program would rely on technology bonds and the institution's general education fund.

	FY2021	FY2022	FY2023	FY2024	FY2025
Net Income	-$78,738	-$102,931	-$67,099	-$118,420	-$50,062
Net Income %	-37.0%	-50.4%	-31.1%	-34.7%	-19.8%
Net Income/ Credit	-$93.29	-$182.18	-$105.34	-$91.87	-$35.48

	FY2021	FY2022	FY2023	FY2024	FY2025
Total Credits	844	565	637	1289	1411

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Student cost for this program is comparable, even slightly lower, than other CTE programs on campus. The automotive program requires students to purchase only one textbook and one workbook for use throughout the entire program, significantly reducing instructional material costs compared to many other programs. 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% applicants were awarded some form of scholarship dollars within the past five years. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	Although the program currently operates at a negative net income, financial trends indicate improvement, and continued growth efforts may lead to future profitability. Efforts to increase the cost-effectiveness of the program will focus on reduction of additional expenses not necessary for program operation. Previous purchases, such as supplies and equipment, were higher in earlier years due to preparation for the Electric Vehicle Certificate and courses. Ongoing investments will be necessary to maintain equipment and support hands-on laboratory experiences; however, faculty will continue evaluating recurring expenses to ensure they are necessary and cost-effective. In addition to managing expenses, the program remains focused on increasing total credit hour production to generate additional revenue through tuition and fees. As reflected in the data above, credit hour totals have doubled during the past two years of the review cycle. Continued recruiting efforts will aim to increase enrollment and maximize course capacity.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the above review reflected need for the following: 1. Program expenses will be regularly reviewed for necessity and cost-effectiveness to ensure resources are prioritized toward essential equipment, instructional needs, and program sustainability 2. Continued recruiting efforts will aim to increase enrollment and maximize course capacity.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include traditional face-to-face and hybrid courses; each modality includes both lecture and lab components. During this five-year cycle, program assessment data has been collected and analyzed on an annual basis, including a variety of courses and modalities. In general, the program assessment reports have indicated comparable success for students in both face-to-face and hybrid courses. Students continue to meet course objectives and program outcomes. Continued program assessments and institutional data specific to modality success rates will be evaluated, guiding any future changes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms and labs. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Automotive program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths of the automotive Program of Study include strong hands-on instructional practices, alignment with industry standards, embedded employability skill development, and dual credit opportunities that support secondary-to-postsecondary

		transitions. The program benefits from industry-informed curriculum and experiential learning opportunities that prepare students for automotive careers. Challenges include maintaining current equipment and emerging technology training resources, expanding work-based learning opportunities, and sustaining funding for modern diagnostic tools, software, and consumable lab materials necessary to replicate current industry environments.
	3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. If College Express students complete the full course sequence, they earn a stackable certificate directly tied to the Automotive Technology AAS degree. If the student completes both years of eligibility, the following courses could be completed: AUTO 111 – Intro to Engine & EV Motors AUTO 128 – Fuel Systems & Emission Controls AUTO 134 – Steering & Suspension Systems AUTO 135 – Hydraulic-Regenerative Braking
	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?	One significant innovation implemented within the automotive program is the development of an Electric Motor/Electric Vehicle (EV) certificate beginning in Fall 2023. This addition was created to modernize the automotive technology curriculum and align instruction with emerging trends and workforce demands within the transportation industry. By incorporating EV-related coursework into the program, students gain exposure to evolving automotive technologies and develop skills that are increasingly valuable in today's job market. The certificate provides incoming automotive students with an opportunity to earn a specialized credential that enhances their resumes and helps distinguish them from peers seeking employment in the automotive field. In addition, some of the coursework included in the certificate is already offered through College Express, allowing secondary students to begin building EV-related skills prior to full program enrollment. This innovation demonstrates the program's commitment to staying current with industry advancements, strengthening career readiness, and expanding opportunities for student success.

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<td>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?</td>
<td>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 15 credit hours towards the Automotive Technology AAS degree if they are enrolled in both junior and senior years. The courses offered in the College Express program are chosen based on the course sequence of the stackable certificate (Automotive Technology Fundamentals) under the AAS degree. As stated above, students completing these courses will earn the certificate and have a direct pathway toward degree completion.

The table below shows the number of College Express students participating in the Automotive program for this review cycle.

<table>
<tr><th>FY21</th><th>FY22</th><th>FY23</th><th>FY24</th><th>FY25</th></tr>
<tr><td>40</td><td>39</td><td>28</td><td>39</td><td>35</td></tr>
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The following high schools participate in the College Express Program:

Armstrong-Township High School
Bismarck-Henning Rossville-Alvin High School
Danville High School
Georgetown-Ridge Farm High School
Hoopeston Area High School
Oakwood High School
Salt Fork High School
Westville High School

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<td>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?</td>
<td>The automotive program integrates multiple work-based learning opportunities throughout the curriculum to support student career readiness and successful transition into the workforce. Automotive courses are designed to provide extensive hands-on instruction within the automotive shop environment, allowing students to apply classroom concepts in real-world situations. The shop operates similarly to a small business, where students work on real vehicles with actual mechanical and diagnostic issues for real customers. Through these experiences, students develop technical competencies in diagnostics, repair, troubleshooting, and maintenance while also strengthening employability skills such as communication, teamwork, time management, professionalism, customer service, and workplace safety.

These work-based learning opportunities improve the quality of the program by increasing student engagement, reinforcing both technical and employability skills, and ensuring instruction remains aligned with current industry practices and employer</td>
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	expectations. The real-world experiences students receive contribute to stronger workforce readiness and provide graduates with practical experience valued by employers. To further support workforce readiness, the curriculum also includes INFO 245 – Employment Seminar, a career preparedness course designed to help students successfully transition from the classroom to the workplace. In this course, students receive guidance in career exploration, job search strategies, resume and interview preparation, professional communication, and employment opportunities within the automotive industry. This additional layer of career preparation helps students develop the professional skills necessary for long-term career success. Opportunities for improvement include expanding partnerships with local employers to increase internship, apprenticeship, and job shadowing opportunities. Additional collaboration with industry partners could also provide students with greater exposure to emerging automotive technologies, including hybrid and electric vehicle systems, while strengthening mentorship and networking opportunities.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, industry accreditation is not required for this program. At this time, the college has not chosen to voluntarily seek accreditation through ASE.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No, not at this time. Although ASE certification exams are not directly embedded within the program, the automotive curriculum incorporates the knowledge and competencies aligned with ASE standards. Graduates of the AAS degree program develop a strong technical foundation that prepares them to pursue ASE certification independently following program completion.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, none of the core automotive courses are articulated through the Illinois Articulation Initiative (IAI). There are no cooperative agreements in place at this time.
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 official partnerships have been formed since the prior review. However, faculty have maintained strong, ongoing partnerships with the local Vermilion Chevrolet and Ford dealerships. In addition, several other local dealerships and small automotive repair businesses collaborate with the program on an as-needed basis. These partners assist with ordering and delivering parts, sharing and reporting diagnostic issues, and supporting real-world service scenarios that enhance student learning and shop operations. Opportunities exist to to develop more formalized relationships that support structured internships, apprenticeships, job shadowing, and potential employment pipelines for students. Expanding partnerships to include businesses specializing in hybrid and electric vehicle technology may further strengthen the program's alignment with current and emerging industry trends.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service opportunities, the college is in the process of developing a Teaching & Learning Center. While the specific structure and direction of the center are still being determined, efforts to collect and share faculty resources have already begun. The Teaching and Learning team has also started offering workshops focused on instructional best practices for faculty. In addition, the college's YouTube channel, The Jag Wire, provides a variety of instructional and informational videos that faculty can access in real time as needed. Specific to this program, the automotive faculty have participated in additional EV training, receiving certificates from Weber State University in 2024.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The Automotive Technology program maintains current industry-standard technology and equipment to support student learning and hands-on training. Lab equipment includes modern diagnostic tools, scan tools, electrical training systems, EV components, and late-model vehicles used for instruction in automotive repair and emerging vehicle technologies. Equipment and software are reviewed regularly and updated as funding allows to ensure students are trained using technology commonly found in today's automotive industry.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, curriculum revisions have been made to strengthen student performance in automotive diagnostics, electrical systems, and EV technology. Course content, lab activities, and hands-on training were updated to better align with current industry standards and employer needs. Faculty also revised course sequencing and added more competency-based

	assessments to improve student skill development and learning outcomes. Assessment data continues to be reviewed regularly to identify areas for improvement and support overall program quality.
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 faculty and students indicate excitement and satisfaction with the possibility of job placement. Local employers reach out to the program faculty requesting student referrals for potential hire, and discussions with students regarding these opportunities upon graduation happen frequently.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, composed of local employers and industry partners, meets annually to support the ongoing quality and relevance of the automotive program. During these meetings, committee members review and provide feedback on curriculum, coursework, work-based learning opportunities, employment trends, and evolving industry needs. This input contributes directly to program improvement by strengthening curriculum alignment, informing instructional practices, and supporting student career readiness. It helps ensure that program content remains aligned with current workforce expectations and that students are being prepared with the skills and knowledge required by employers. The automotive advisory board currently includes a strong mix of small automotive businesses and larger dealerships within the Danville area, providing valuable local industry perspective and support. Opportunities for improvement may include expanding the advisory committee to include additional stakeholders from outside the immediate Danville area, particularly regional employers and industry partners. This additional participation could further enhance collaboration and ensure the program remains responsive to broader industry trends and emerging technologies.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers are engaged in the automotive program in several meaningful ways beyond the advisory committee. As mentioned, local industry partners, including dealerships and independent automotive shops, support the program through ongoing collaboration related to daily shop operations and student learning experiences. These partners assist faculty and students with ordering and delivering parts, as well as sharing and troubleshooting diagnostic and repair issues that arise during live

	vehicle work. This real-time interaction helps ensure students are exposed to authentic industry practices and current repair processes. Employers also contribute indirectly to curriculum relevance by providing organic insight into current industry trends, technology changes, and workforce expectations, which helps inform instructional adjustments and updates. In addition, employer partnerships support student placement opportunities by serving as potential hiring connections for graduates and providing informal recruitment pathways for students who demonstrate strong technical and employability skills. A few of these employers have also established formal partnerships with the college that include financial support to help sustain and enhance the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.
3.25 What are the program's strengths?	The automotive program demonstrates several key strengths that contribute to its overall quality, relevance, and student success. A primary strength is its strong alignment with industry needs, including clearly defined program outcomes focused on safety, diagnostic accuracy, use of OEM standards, and development of entry-level employability skills. This ensures graduates leave the program with both technical competency and workplace readiness. Another major strength is the program's emphasis on hands-on, experiential learning. Students engage extensively in shop-based instruction where they work on real vehicles with authentic diagnostic and repair needs in an environment that simulates a functioning automotive service business. This real-world application strengthens technical skills while also reinforcing professionalism, teamwork, communication, and customer service. The program is also supported by strong internal and external collaboration. Internally, faculty engage in ongoing assessment cycles using course, program, and institutional data to continuously improve instruction. Input from advisory committees, industry partners, employers, students, and institutional stakeholders further strengthens curriculum relevance and responsiveness to workforce trends. Additional strengths include established dual credit pathways through College Express, which create early access to college-level

	automotive training for high school students and support seamless transition into the AAS degree program. The integration of career preparation through courses such as INFO 245 – Employment Seminar further enhances student readiness for employment by supporting job search skills, professional development, and workforce transition. Employer engagement is another notable strength, with local dealerships and automotive shops actively supporting the program through shop collaboration, diagnostic support, parts coordination, student placement opportunities, and financial contributions. These partnerships strengthen real-world relevance and help create employment pipelines for graduates. Finally, the program benefits from continuous faculty professional development, including EV-focused training and institutional in-service opportunities, ensuring instruction remains current with emerging technologies and instructional best practices. Overall, these combined strengths create a program that is industry-aligned, student-centered, and responsive to both local and regional workforce needs.
3.26 What are the identified or potential weaknesses of the program?	A primary weakness is the program's financial performance, as it continues to operate with a negative net income. Although credit hour production has increased significantly in recent years, sustaining and expanding enrollment remains essential to improving long-term cost-effectiveness and financial stability. Although recruitment efforts are ongoing and dual credit pathways are strong, continued focus is needed to ensure consistent enrollment growth and to strengthen the student pipeline across all entry points, including adult learners and underrepresented populations. Another challenge is the need for continued updates to equipment, diagnostic tools, and lab resources in order to keep pace with rapidly changing automotive technologies. This is especially important as the industry continues to shift toward hybrid and electric vehicle systems, which require specialized equipment, training, and consumable materials to fully replicate current workplace environments. Continued expansion of specialized training opportunities will be necessary to keep pace with emerging technologies and evolving industry expectations. Work-based learning opportunities, while present, could represent an area for growth. Although students benefit from strong in-shop experiential learning and employer-supported shop activities, there is limited access to formalized internships, apprenticeships, and structured job shadowing experiences. Expanding these opportunities would further strengthen workforce readiness and

	employer engagement. Employer partnerships, while strong locally, are concentrated within the immediate service area. There is an opportunity to broaden regional partnerships and develop more structured agreements that support consistent student placement, curriculum input, and long-term workforce pipelines. Another area of exploration is the expansion of industry-recognized credentials embedded directly within the program. While coursework aligns with ASE standards and prepares students for certification, students are not currently earning stackable, embedded credentials as part of program completion, which could further enhance employability and program competitiveness.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Opportunities for improvement include expanding partnerships with local employers to increase internship, apprenticeship, and job shadowing opportunities. Additional collaboration with industry partners could also provide students with greater exposure to emerging automotive technologies, including hybrid and electric vehicle systems, while strengthening mentorship and networking opportunities. Opportunities exist to develop more formalized relationships that support structured internships, apprenticeships, job shadowing, and potential employment pipelines for students. Expanding partnerships to include businesses specializing in hybrid and electric vehicle technology may further strengthen the program's alignment with current and emerging industry trends. This could include expanding the advisory committee to include additional stakeholders from outside the immediate Danville area, particularly regional employers and industry partners. This additional participation could further enhance collaboration and ensure the program remains responsive to broader industry trends and emerging technologies.

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

Performance and Equity

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

CTE Program	Automotive Technology AAS				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	18	19	19	27
Number of Completers	7	5	3	2	5
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.)	The above data is reflective of Automotive Technology AAS enrollment and completion rates. The disaggregated enrollment data for the program over the five-year review cycle provides insight into student demographics, access, and participation trends. The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year then they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of a fiscal year. Students are not duplicated within a fiscal year, but may be duplicated throughout the fiscal years. Overall enrollment has remained relatively stable with a slight increase in the most recent year, growing from a range of 18–22 students in earlier years to 27 students in FY2025. This indicates improving interest and participation in the program over time. In terms of gender distribution, the program remains heavily male-dominated across all five years. Male students consistently represent the vast majority of enrollment (approximately 85–100%), while female enrollment remains low, ranging from 0–11% depending on the year. This suggests the program continues to reflect traditional gender imbalances commonly seen in automotive fields and indicates an ongoing opportunity to improve recruitment and support for female and nontraditional students. Racial and ethnic demographics show that White students represent the majority of enrollment each year (approximately 61–73%), while Black, Hispanic, and other student groups collectively make up a smaller portion of enrollment. Although there is some year-to-year fluctuation, overall representation of minority student populations remains relatively low and

	stable. This suggests an opportunity to strengthen outreach and recruitment efforts to better reflect the diversity of the service area. Pell eligibility data indicates that a significant portion of students are receiving financial aid, ranging from approximately 31% to 56% across the review period. This shows that the program serves a meaningful number of economically disadvantaged students, though participation levels fluctuate year to year. Accommodation data shows a decline in reported usage over time, moving from small percentages in earlier years to zero reported accommodations in the most recent two years. This may indicate changes in reporting, identification, or student disclosure rather than a complete absence of need, and may warrant further review to ensure students are being appropriately identified and supported. Age distribution data shows a clear concentration of students in the 20–25 age range, which has increased over time and represents the largest share of enrollment in recent years (up to nearly 60%). The under-20 population remains steady but slightly smaller in comparison, while students over 25 have declined significantly over the review period. This suggests the program primarily serves traditional postsecondary-age students with a growing emphasis on early-career adults, while older adult learner participation has decreased.
How does the data support the program goals? Elaborate.	Overall, the disaggregated data supports the program's goals by demonstrating steady enrollment with recent growth, increasing from 18–22 students in earlier years to 27 students in FY2025, which aligns with efforts to strengthen recruitment and expand access. The data also shows that the program continues to serve a mix of traditional-age students (primarily ages 20–25) and a meaningful proportion of financially aided students, supporting the goal of providing accessible, workforce-focused training opportunities. While the program remains male-dominated and less racially diverse, these trends highlight continued alignment with the goal of preparing local students for high-demand automotive careers, while also reinforcing the need to expand outreach to underrepresented populations. Overall, the data reflects progress toward enrollment growth and workforce preparation goals, while also identifying areas for continued improvement in diversity and inclusion efforts.
Were there gaps in the data (equity gaps, enrollment gaps,	Enrollment trends show relatively small cohorts with modest growth in recent years, but disaggregated data suggests limited diversity in gender and race, with the program remaining predominantly male and primarily White. This

retention gaps, success gaps, etc.)? Please explain.	indicates a potential equity gap in access and recruitment for underrepresented populations, particularly female students and some racial/ethnic groups. Retention and success data also reveal performance gaps over time. Fall-to-spring retention rates fluctuate between 65% and 75%, showing some inconsistency in student persistence within the academic year. Fall-to-fall retention remains moderate (53%–70%), indicating that while a majority of students return, a significant portion do not persist year to year. These trends suggest opportunities to strengthen student support systems, particularly during the first year of enrollment. Completion data shows a more pronounced gap in program outcomes. The number of graduates per year has declined overall across the review period (from 7 graduates in FY2021 to as low as 2 in FY2024, with a slight rebound to 5 in FY2025). Additionally, the three-year completion rate has decreased significantly, dropping from 52.38% to 25.93% over the cycle. This indicates a growing gap between enrollment and successful program completion. While some students do complete the program within three years, the declining completion rates suggest barriers may exist related to academic progression, external responsibilities, etc.
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.	The college is actively working to address identified gaps in enrollment, retention, completion, and student representation through both program-level initiatives and institutional support services. To address representation gaps, the program continues to focus on expanding recruitment efforts and strengthening outreach to underrepresented populations, including female students and minority groups. This includes maintaining and expanding partnerships with local high schools through dual credit opportunities, career fairs, and the College Express pathway, which provides early exposure to automotive training and helps build a more diverse pipeline of future students. Continued emphasis will be placed on intentional outreach to broaden awareness of automotive career opportunities among nontraditional and underrepresented groups. In response to retention and completion gaps, the college utilizes a coordinated system of student support services, including advising, financial aid assistance, and academic support resources, to help identify and assist students who may be at risk of not persisting or completing the program. Faculty also engage in ongoing monitoring of student performance through course-level assessment and informal progress tracking, allowing for early intervention and support when needed. These efforts are particularly important given the program's population of Pell-eligible and early-career adult learners who may face additional academic, financial, or personal barriers. To further improve completion rates, the program is focusing on strengthening student engagement through hands-on, applied learning experiences and reinforcing career relevance throughout the curriculum. In addition, program faculty are aligning efforts with the College Express office to educate high school students on the direct pathway to the degree. Continued development of

	employer partnerships and work-based learning opportunities is also intended to increase student motivation, provide clearer career pathways, and improve persistence to completion.
Are the students served in this program representative of the total student population? Please explain.	The students served in the automotive program are only partially representative of the college's overall student population. The program is predominantly male, with males consistently accounting for the vast majority of enrollment (approximately 85–100% across the review period), which is a significantly different distribution compared to the broader institutional population. In addition, while White students make up the majority of enrollment, representation of Black, Hispanic, and other racial/ethnic groups is present but at lower proportions and does not fully reflect the diversity of the overall student body. In terms of age, the program skews more heavily toward students aged 20–25, with a smaller proportion of students under 20 and declining participation from students over 25 in recent years. This differs somewhat from the broader college population, which typically includes a wider spread of traditional-age, adult, and returning learners. However, the program does reflect the institution's commitment to serving economically diverse students, as a substantial portion of automotive students receive Pell Grants each year. Overall, while the program does serve a mix of student backgrounds, it is not fully representative of the college's total student population, particularly in terms of gender and racial/ethnic diversity.
Are the students served in this program representative of the district population? Please explain.	The students served in the automotive program are only partially representative of the district population. Enrollment data shows that the program is predominantly male, which does not reflect the gender distribution of the broader community and indicates an ongoing gap in female participation in automotive pathways. In terms of race and ethnicity, White students make up the majority of enrollment, while Black, Hispanic, and other racial/ethnic groups are present at lower levels. This suggests that the program does not fully mirror the district's demographic diversity and indicates opportunities to strengthen outreach and access for underrepresented populations. Age distribution is more reflective of traditional postsecondary and early-career adult learners, particularly those in the 20–25 age range, though this still may not fully align with the broader district population, which includes a wider range of age groups and community members. Overall, while the program does serve a mix of students from across the district, it is not fully representative of the district's demographic profile, particularly in terms of gender and racial/ethnic composition. This highlights an opportunity for continued targeted recruitment, expanded dual credit outreach, and stronger community engagement to better align program enrollment with the district population.

	Review Results	
	Action	■ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	The decision to continue the program with minor improvements is supported by overall positive indicators of program viability, relevance, and student success. The automotive program demonstrates strong alignment with regional workforce demand, industry standards, and employer expectations, with graduates prepared for entry-level employment in a high-demand field. Enrollment has shown recent growth, and the program maintains effective instructional practices grounded in hands-on, applied learning and continuous assessment of student outcomes. In addition, the program benefits from established industry partnerships, dual credit pathways, and emerging innovations, all of which strengthen its responsiveness to evolving industry needs. While the review identified areas for improvement—such as retention and completion rates, equipment updates, and increased diversity in enrollment—these gaps are not significant enough to warrant major restructuring or program discontinuation. Instead, targeted, data-informed improvements focused on recruitment, resource management, and expanded work-based learning opportunities are appropriate to enhance existing strengths. Continuing the program with minor improvements ensures sustained program quality while allowing for ongoing refinement and growth.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Review program review process and data collection** - begin Fall 2026; ongoing through next review cycle a. Review program CIP codes through ICCB to ensure all degree/certificates within the automotive programs are aligned correctly b. Review SOC codes and workforce labor data for inclusion of accurate job roles for designated program c. Review course listings aligned with the program to ensure accuracy; utilize updated lists to pull accurate tuition/fee income and total credit hour data d. Define specific expenses for individual program; such as separation of faculty salary for classes/stipends outside of the designated program; allowing more accurate representation of program net income e. Strengthen tracking of graduate outcomes, employer satisfaction, and work-based learning participation f. Collaborate with the Advising Office to identify AAS degree

		students and ensure appropriate enrollment in certificate programs to improve accuracy of completer data collection and reporting 2. **Increase enrollment & outreach efforts** - ongoing a. Expand marketing strategies to increase enrollment and improve representation, including targeted outreach to underrepresented populations b. Work with College Express office to promote the program certificate and pathway to the degree c. Discuss targeted cohort campaigns and promotion with the institution's redeveloped marketing department; cohorts could feature blocked scheduling for credit hour increase and student support 3. **Sustain financial improvement efforts** - begin Fall 2026; ongoing a. Monitor program expenses for necessity and cost-effectiveness b. Evaluate and prioritize equipment purchases to align with current industry standards c. Maintain focus on improving net income through enrollment growth and efficient resource allocation 4. **Strengthen industry work-based learning partnerships** - begin 2026-2027 academic year; ongoing a. Expand advisory committee to include regional industry partners, outside of the immediate Danville area b. Develop more formal agreements with employers to support curriculum input, student placement, and potential funding support c. Investigate internships, apprenticeships, and job shadowing opportunities with local/regional employers d. Increase engagement with employers in emerging technologies (hybrid and EV systems)
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action steps required at this time.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Action steps addressing equity gaps, including racial equity gaps, are actively being implemented and are embedded within the program's broader recruitment and student success initiatives. The most direct equity-focused efforts are centered on expanding marketing strategies to increase enrollment and improve representation, with intentional outreach to underrepresented populations, including female students, Black and Hispanic students, and older adult learners. In addition, the program is working

		with the institution's redeveloped marketing department to discuss targeted cohort campaigns. Cohorts could be designed to include structured support services designed to improve access, persistence, and completion for underrepresented student groups. These initiatives represent a clear and intentional effort to improve equity in program participation. Additional action steps also support equity outcomes indirectly. Efforts to improve data accuracy and student tracking—such as refining CIP/SOC codes, strengthening completer tracking through collaboration with Advising, and improving outcome data collection—will enhance the institution's ability to identify and monitor equity gaps more effectively. While not exclusively equity-driven, these steps are essential for measuring progress and informing future targeted interventions.
	Resources Needed	At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, the Department of Institutional Research & Reporting, the Finance Division, DACC Marketing Department, College Express office, the college recruitment team, Advising, Dean of Student Services, and the Vice President of Academic Affairs. Additional resources–internally within the college and externally from the community–will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean, with input from the program faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Review program review process and data collection** ○ Primary Responsibility: Department of Institutional Research & Reporting ○ Assistance: Program Faculty, Finance Division, Vice President of Academic Affairs 2. **Increase enrollment & outreach efforts** ○ Primary Responsibility: DACC Marketing Department & College Recruitment Team ○ Assistance: Program Faculty, College Express Office, Division Dean 3. **Sustain financial improvement efforts** ○ Primary Responsibility: Division Dean ○ Assistance: Program Faculty, Finance Division, Institutional Grant Team 4. **Strengthen industry work-based learning partnerships** ○ Primary Responsibility: Program Faculty ○ Assistance: Division Dean, current advisory members

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2021-25

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Technology	Cert	33	470604	● Automotive Technology Fundamentals Certificate ● Automotive Technology Certificate ● Electric Vehicle Technology 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.

Program Objectives

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

Program Outcomes/Objectives

1. Students will implement safe work habits in the automotive technology environment.
2. Students will exhibit proper usage and care of basic automotive tools and equipment.
3. Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner.
4. Students will document repairs of vehicles thoroughly and accurately.
5. Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems.
6. Students will demonstrate appropriate automotive skills and technical knowledge to be successful in entry level automotive positions.

Possible Occupations:

- Automotive Service Technicians & Mechanics
- Electrical & Electronics Install & Repair Tech, Trans Equip
- Electronic Equip Installers & Repairers, Motor Vehicles

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments, and Institutional Research & Reporting data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the program. 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 Research & Reporting. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 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) Implement Fall 2021
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Dean Graves;Automotive Faculty ● Alan Wilson; Automotive Faculty ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. D. Graves and A. Wilson provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on

	college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Automotive Technology degree totals 33 credit hours, exceeding the standard 30-hour benchmark by 3 credit hours, to ensure students develop the comprehensive technical knowledge, hands-on laboratory experience, and industry-aligned competencies necessary for employment and certification in the modern automotive service industry. The additional credit hours allow for additional contact hours within the curriculum including extensive laboratory and applied learning components These experiences are essential for mastery of diagnostic, repair, and maintenance skills and require additional contact hours to meet industry standards and support student competency attainment.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following: ● *Automotive Service Technicians & Mechanics* show an annual compound growth within our region of .20% and .23% in Illinois. With a projected increase from 2022-2032 of 1.98% for the region and 2.28% for the state. ● 2023 wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $28,550 for entry level to $67,790 for experienced positions, with a $46,200 median. Wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $29,520 for entry level to $75,880 for experienced positions, with a $47,460 median. * The EDR2 region 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?	Per the last review, the job outlook was stated as “expected to grow slightly in our region.” While unable to numerically compare reports, this statement aligns with the current projections. Looking forward, positions are projected to increase at the rates indicated above.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is an ongoing effort for all programs across the institution. The current pipeline for the Automotive Technology program includes area high school students, G.E.D. completers, adult learners, and displaced workers seeking training for high-demand technical careers. To foster the primary pipeline of high school students, the program maintains partnerships with local high schools through career and technical education outreach, campus visits, dual credit opportunities, and participation in career fairs and community events. In particular, the College Express program allows high school students to complete a stackable certificate applicable to the Automotive Technology Certificate as well as the AAS degree during their final two years of high school, creating a direct pathway into the program after graduation. Recruitment efforts focus on building awareness of the program and career opportunities in the automotive industry.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes to curriculum are initiated by faculty. Concepts may be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, industry partners, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost. Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution. In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized. A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource allocation, and continuous improvement efforts.
2.2 What are the findings of the cost-effectiveness analysis?	The primary cost to the institution associated with this program is full-time faculty salaries and benefits packages. The program includes two full-time faculty members. For the five year review cycle, salary/benefit costs for two full-time faculty averaged $193,911. This is comparable to other CTE programs with two instructors, averaging less than Manufacturing and Computer Networking.

	In addition to faculty salary/benefits, additional costs include equipment updates and maintenance. Expenses logged within the past five years were maintenance services, contractual services, instructional supplies, office/other supplies, printing, publications/dues, vehicle supplies, and travel. The table below shows the five-year breakdown of the program's net income. Over the five-year review period, the average net income percentage for the Technology Automotive program was -34.6%, with a positive increase of 17.2% from year one to year five. FY2025 was the most profitable year of the review. The table below indicates the program's total credit hours. Total credit hours for the automotive program spiked in FY2024–doubling from the previous year–and continued to increase in FY2025. Credit hour increase has helped improve the net income ratio in the most recent years. A targeted effort to raise credit hours could lead the program into a positive net income standing.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is funded by technology bonds, the general education fund, Perkins grants, the ICCB Rev Up EV grant, as well as funding/donations from local industry partners. In the case grant funds would cease, the program would rely on technology bonds and the institution's general education fund.

	FY2021	FY2022	FY2023	FY2024	FY2025
Net Income	-$78,738	-$102,931	-$67,099	-$118,420	-$50,062
Net Income %	-37.0%	-50.4%	-31.1%	-34.7%	-19.8%
Net Income/Credit	-$93.29	-$182.18	-$105.34	-$91.87	-$35.48

	FY2021	FY2022	FY2023	FY2024	FY2025
Total Credits	844	565	637	1289	1411

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Student cost for this program is comparable, even slightly lower, than other CTE programs on campus. The automotive program requires students to purchase only one textbook and one workbook for use throughout the entire program, significantly reducing instructional material costs compared to many other programs. 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% applicants were awarded some form of scholarship dollars within the past five years. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	Although the program currently operates at a negative net income, financial trends indicate improvement, and continued growth efforts may lead to future profitability. Efforts to increase the cost-effectiveness of the program will focus on reduction of additional expenses not necessary for program operation. Previous purchases, such as supplies and equipment, were higher in earlier years due to preparation for the Electric Vehicle Certificate and courses. Ongoing investments will be necessary to maintain equipment and support hands-on laboratory experiences; however, faculty will continue evaluating recurring expenses to ensure they are necessary and cost-effective. In addition to managing expenses, the program remains focused on increasing total credit hour production to generate additional revenue through tuition and fees. As reflected in the data above, credit hour totals have doubled during the past two years of the review cycle. Continued recruiting efforts will aim to increase enrollment and maximize course capacity.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the above review reflected need for the following: 1. Program expenses will be regularly reviewed for necessity and cost-effectiveness to ensure resources are prioritized toward essential equipment, instructional needs, and program sustainability 2. Continued recruiting efforts will aim to increase enrollment and maximize course capacity.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include traditional face-to-face and hybrid courses; each modality includes both lecture and lab components. During this five-year cycle, program assessment data has been collected and analyzed on an annual basis, including a variety of courses and modalities. In general, the program assessment reports have indicated comparable success for students in both face-to-face and hybrid courses. Students continue to meet course objectives and program outcomes. Continued program assessments and institutional data specific to modality success rates will be evaluated, guiding any future changes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms and labs. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Automotive program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths of the automotive Program of Study include strong hands-on instructional practices, alignment with industry standards, embedded employability skill development, and dual credit opportunities that support secondary-to-postsecondary

		transitions. The program benefits from industry-informed curriculum and experiential learning opportunities that prepare students for automotive careers. Challenges include maintaining current equipment and emerging technology training resources, expanding work-based learning opportunities, and sustaining funding for modern diagnostic tools, software, and consumable lab materials necessary to replicate current industry environments.
	3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. If College Express students complete the full course sequence, they earn a stackable certificate directly tied to the Automotive Technology AAS degree. If the student completes both years of eligibility, the following courses could be completed: AUTO 111 – Intro to Engine & EV Motors AUTO 128 – Fuel Systems & Emission Controls AUTO 134 – Steering & Suspension Systems AUTO 135 – Hydraulic-Regenerative Braking The above cert directly aligns with the Automotive Technology Cert and ultimately the AAS degree. After receiving the fundamentals certificate, students are required to take five additional core courses for the advanced certificate. After completing the Automotive Technology Cert, just six additional courses are required to complete the AAS degree–including two general education courses and an employment seminar.
	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?	One significant innovation implemented within the automotive program is the development of an Electric Motor/Electric Vehicle (EV) certificate beginning in Fall 2023. This addition was created to modernize the automotive technology curriculum and align instruction with emerging trends and workforce demands within the transportation industry. By incorporating EV-related coursework into the program, students gain exposure to evolving automotive technologies and develop skills that are increasingly valuable in today's job market. The certificate provides incoming automotive students with an opportunity to earn a specialized credential that enhances their resumes and helps distinguish them from peers seeking employment in the automotive field. In addition, some of the coursework included in the certificate is already offered through College Express, allowing secondary students to begin building

<table>
<tr><td></td><td>EV-related skills prior to full program enrollment. This innovation demonstrates the program’s commitment to staying current with industry advancements, strengthening career readiness, and expanding opportunities for student success.</td></tr>
<tr><td>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?</td><td>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 15 credit hours towards the Automotive Technology AAS degree if they are enrolled in both junior and senior years. The courses offered in the College Express program are chosen based on the course sequence of the stackable certificate (Automotive Technology Fundamentals) under the AAS degree. As stated above, students completing these courses will earn the certificate and have a direct pathway toward degree completion.

The table below shows the number of College Express students participating in the Automotive program for this review cycle.

<table><tr><td>FY21</td><td>FY22</td><td>FY23</td><td>FY24</td><td>FY25</td></tr><tr><td>40</td><td>39</td><td>28</td><td>39</td><td>35</td></tr></table>
The following high schools participate in the College Express Program:
Armstrong-Township High School
Bismarck-Henning Rossville-Alvin High School
Danville High School
Georgetown-Ridge Farm High School
Hoopeston Area High School
Oakwood High School
Salt Fork High School
Westville High School</td></tr>
<tr><td>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?</td><td>The automotive program integrates multiple work-based learning opportunities throughout the curriculum to support student career readiness and successful transition into the workforce. Automotive courses are designed to provide extensive hands-on instruction within the automotive shop environment, allowing students to apply classroom concepts in real-world situations. The shop operates similarly to a small business, where students work on real vehicles with actual mechanical and diagnostic issues for real customers. Through these experiences, students develop technical competencies in diagnostics, repair, troubleshooting, and maintenance while also strengthening employability skills such as communication, teamwork, time management, professionalism,</td></tr>
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	customer service, and workplace safety. These work-based learning opportunities improve the quality of the program by increasing student engagement, reinforcing both technical and employability skills, and ensuring instruction remains aligned with current industry practices and employer expectations. The real-world experiences students receive contribute to stronger workforce readiness and provide graduates with practical experience valued by employers. Opportunities for improvement include expanding partnerships with local employers to increase internship, apprenticeship, and job shadowing opportunities. Additional collaboration with industry partners could also provide students with greater exposure to emerging automotive technologies, including hybrid and electric vehicle systems, while strengthening mentorship and networking opportunities.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, industry accreditation is not required for this program. At this time, the college has not chosen to voluntarily seek accreditation through ASE.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No, not at this time. Although ASE certification exams are not directly embedded within the program, the automotive curriculum incorporates the knowledge and competencies aligned with ASE standards. Graduates of the AAS degree program develop a strong technical foundation that prepares them to pursue ASE certification independently following program completion.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, none of the core automotive courses are articulated through the Illinois Articulation Initiative (IAI). There are no cooperative agreements in place at this time.

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 official partnerships have been formed since the prior review. However, faculty have maintained strong, ongoing partnerships with the local Vermilion Chevrolet and Ford dealerships. In addition, several other local dealerships and small automotive repair businesses collaborate with the program on an as-needed basis. These partners assist with ordering and delivering parts, sharing and reporting diagnostic issues, and supporting real-world service scenarios that enhance student learning and shop operations. Opportunities exist to to develop more formalized relationships that support structured internships, apprenticeships, job shadowing, and potential employment pipelines for students. Expanding partnerships to include businesses specializing in hybrid and electric vehicle technology may further strengthen the program's alignment with current and emerging industry trends.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service opportunities, the college is in the process of developing a Teaching & Learning Center. While the specific structure and direction of the center are still being determined, efforts to collect and share faculty resources have already begun. The Teaching and Learning team has also started offering workshops focused on instructional best practices for faculty. In addition, the college's YouTube channel, The Jag Wire, provides a variety of instructional and informational videos that faculty can access in real time as needed. Specific to this program, the automotive faculty have participated in additional EV training, receiving certificates from Weber State University in 2024.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The Automotive Technology program maintains current industry-standard technology and equipment to support student learning and hands-on training. Lab equipment includes modern diagnostic tools, scan tools, electrical training systems, EV components, and late-model vehicles used for instruction in automotive repair and emerging vehicle technologies. Equipment and software are reviewed regularly and updated as funding allows to ensure students are trained using technology commonly found in today's automotive industry.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, curriculum revisions have been made to strengthen student performance in automotive diagnostics, electrical systems, and EV technology. Course content, lab activities, and hands-on training were updated to better align with current industry standards and employer needs. Faculty also revised course sequencing and added more competency-based

	assessments to improve student skill development and learning outcomes. Assessment data continues to be reviewed regularly to identify areas for improvement and support overall program quality.
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 faculty and students indicate excitement and satisfaction with the possibility of job placement. Local employers reach out to the program faculty requesting student referrals for potential hire, and discussions with students regarding these opportunities upon graduation happen frequently.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, composed of local employers and industry partners, meets annually to support the ongoing quality and relevance of the automotive program. During these meetings, committee members review and provide feedback on curriculum, coursework, work-based learning opportunities, employment trends, and evolving industry needs. This input contributes directly to program improvement by strengthening curriculum alignment, informing instructional practices, and supporting student career readiness. It helps ensure that program content remains aligned with current workforce expectations and that students are being prepared with the skills and knowledge required by employers. The automotive advisory board currently includes a strong mix of small automotive businesses and larger dealerships within the Danville area, providing valuable local industry perspective and support. Opportunities for improvement may include expanding the advisory committee to include additional stakeholders from outside the immediate Danville area, particularly regional employers and industry partners. This additional participation could further enhance collaboration and ensure the program remains responsive to broader industry trends and emerging technologies.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers are engaged in the automotive program in several meaningful ways beyond the advisory committee. As mentioned, local industry partners, including dealerships and independent automotive shops, support the program through ongoing collaboration related to daily shop operations and student learning experiences. These partners assist faculty and students with ordering and delivering parts, as well as sharing and troubleshooting diagnostic and repair issues that arise during live

	vehicle work. This real-time interaction helps ensure students are exposed to authentic industry practices and current repair processes. Employers also contribute indirectly to curriculum relevance by providing organic insight into current industry trends, technology changes, and workforce expectations, which helps inform instructional adjustments and updates. In addition, employer partnerships support student placement opportunities by serving as potential hiring connections for graduates and providing informal recruitment pathways for students who demonstrate strong technical and employability skills. A few of these employers have also established formal partnerships with the college that include financial support to help sustain and enhance the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.
3.25 What are the program's strengths?	The automotive program demonstrates several key strengths that contribute to its overall quality, relevance, and student success. A primary strength is its strong alignment with industry needs, including clearly defined program outcomes focused on safety, diagnostic accuracy, use of OEM standards, and development of entry-level employability skills. This ensures graduates leave the program with both technical competency and workplace readiness. Another major strength is the program's emphasis on hands-on, experiential learning. Students engage extensively in shop-based instruction where they work on real vehicles with authentic diagnostic and repair needs in an environment that simulates a functioning automotive service business. This real-world application strengthens technical skills while also reinforcing professionalism, teamwork, communication, and customer service. The program is also supported by strong internal and external collaboration. Internally, faculty engage in ongoing assessment cycles using course, program, and institutional data to continuously improve instruction. Input from advisory committees, industry partners, employers, students, and institutional stakeholders further strengthens curriculum relevance and responsiveness to workforce trends. Additional strengths include established dual credit pathways through College Express, which create early access to college-level

	automotive training for high school students and support seamless transition into the AAS degree program. The integration of career preparation through courses such as INFO 245 – Employment Seminar further enhances student readiness for employment by supporting job search skills, professional development, and workforce transition. Employer engagement is another notable strength, with local dealerships and automotive shops actively supporting the program through shop collaboration, diagnostic support, parts coordination, student placement opportunities, and financial contributions. These partnerships strengthen real-world relevance and help create employment pipelines for graduates. Finally, the program benefits from continuous faculty professional development, including EV-focused training and institutional in-service opportunities, ensuring instruction remains current with emerging technologies and instructional best practices. Overall, these combined strengths create a program that is industry-aligned, student-centered, and responsive to both local and regional workforce needs.
3.26 What are the identified or potential weaknesses of the program?	A primary weakness is the program's financial performance, as it continues to operate with a negative net income. Although credit hour production has increased significantly in recent years, sustaining and expanding enrollment remains essential to improving long-term cost-effectiveness and financial stability. Although recruitment efforts are ongoing and dual credit pathways are strong, continued focus is needed to ensure consistent enrollment growth and to strengthen the student pipeline across all entry points, including adult learners and underrepresented populations. Another challenge is the need for continued updates to equipment, diagnostic tools, and lab resources in order to keep pace with rapidly changing automotive technologies. This is especially important as the industry continues to shift toward hybrid and electric vehicle systems, which require specialized equipment, training, and consumable materials to fully replicate current workplace environments. Continued expansion of specialized training opportunities will be necessary to keep pace with emerging technologies and evolving industry expectations. Work-based learning opportunities, while present, could represent an area for growth. Although students benefit from strong in-shop experiential learning and employer-supported shop activities, there is limited access to formalized internships, apprenticeships, and structured job shadowing experiences. Expanding these opportunities would further strengthen workforce readiness and

	employer engagement. Employer partnerships, while strong locally, are concentrated within the immediate service area. There is an opportunity to broaden regional partnerships and develop more structured agreements that support consistent student placement, curriculum input, and long-term workforce pipelines. Another area of exploration is the expansion of industry-recognized credentials embedded directly within the program. While coursework aligns with ASE standards and prepares students for certification, students are not currently earning stackable, embedded credentials as part of program completion, which could further enhance employability and program competitiveness.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Opportunities for improvement include expanding partnerships with local employers to increase internship, apprenticeship, and job shadowing opportunities. Additional collaboration with industry partners could also provide students with greater exposure to emerging automotive technologies, including hybrid and electric vehicle systems, while strengthening mentorship and networking opportunities. Opportunities exist to develop more formalized relationships that support structured internships, apprenticeships, job shadowing, and potential employment pipelines for students. Expanding partnerships to include businesses specializing in hybrid and electric vehicle technology may further strengthen the program's alignment with current and emerging industry trends. This could include expanding the advisory committee to include additional stakeholders from outside the immediate Danville area, particularly regional employers and industry partners. This additional participation could further enhance collaboration and ensure the program remains responsive to broader industry trends and emerging technologies.

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

Performance and Equity

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

CTE Program	Automotive Technology Cert				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	14	16	20	19
Number of Completers	3	7	5	3	8
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.)

The above data is reflective of Automotive Technology AAS enrollment and completion rates. The disaggregated enrollment data for the program over the five-year review cycle provides insight into student demographics, access, and participation trends.

The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year then they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of a fiscal year. Students are not duplicated within a fiscal year, but may be duplicated throughout the fiscal years.

The disaggregated data shows that program enrollment has remained relatively stable over time (15–20 students annually), with gradual growth in persistence and completion outcomes in the middle years followed by some fluctuation in the most recent cohort. Fall-to-spring retention generally improved from FY21 (55.56%) to a high in FY23 (90.91%) before dropping to 50% in FY25, indicating variability in short-term retention. Three-year completion rates also fluctuated, peaking in FY23 at 75% but otherwise ranging between about 42% and 50%, suggesting inconsistent long-term completion outcomes across cohorts.

Demographically, the program remains heavily male-dominated across all years, with female representation never exceeding about 10%. Racial/ethnic composition shows a shift over time, with White student representation increasing in later years (up to 73.68% in FY25), while Black student representation declines and Hispanic representation remains relatively small but present. Age data indicates a gradual shift toward younger students, with under-20 enrollment increasing to over half the cohort in FY25 and the over-25 group dropping to zero. Pell eligibility fluctuates but generally shows a

	majority of students not receiving Pell, suggesting moderate but inconsistent low-income representation. Accommodations data shows a decline to zero after FY22, which may indicate either reduced reporting or changes in student disclosure. Overall, the data shows stable enrollment with variable retention and completion outcomes, alongside persistent equity gaps in gender representation, shifting racial composition, and changing age and socioeconomic trends across cohorts.
How does the data support the program goals? Elaborate.	Retention and completion trends show partial alignment with academic success goals. Fall-to-spring retention improves significantly in the middle years, peaking in FY23 at 90.91%, which suggests that instructional strategies and student engagement efforts were effective during that period. Although retention declines in FY25, the overall pattern shows that strong retention is achievable within the program. Similarly, the three-year completion rate peaks in FY23 at 75%, indicating that a substantial portion of students can successfully complete the program when conditions are optimal. The variability in later years suggests an opportunity to strengthen consistency in student support and progression systems. The demographic data also partially supports program goals related to access and workforce development. The program continues to serve a mix of age groups, with consistent participation from both traditional-aged students and adult learners (20–25), aligning with goals of serving diverse learner pathways. However, the increasing concentration of students under age 20 in FY25 may indicate growing reliance on early pipeline recruitment, which aligns with high school pathway efforts but may reduce balance with adult learner access. At the same time, the data highlights ongoing equity gaps that are important for program improvement goals. Persistent male dominance and limited female participation suggest that gender diversification goals are not yet being fully achieved. Racial/ethnic representation shifts over time, with increasing White student enrollment in later years and relatively low representation of Black and Hispanic students, indicating that broader diversity and inclusion goals remain a work in progress. Pell eligibility trends also suggest inconsistent access for lower-income students, which may affect equity-oriented recruitment objectives. Overall, the data supports that the program is successfully maintaining enrollment and demonstrating the capacity for strong retention and completion outcomes, while also showing that additional targeted efforts are needed to improve consistency and advance equity-related goals across demographic groups.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps,	The most consistent gap is in gender equity. Across all fiscal years, the program remains overwhelmingly male-dominated, with female participation never exceeding about 10%. In multiple years, female enrollment is 0%,

success gaps, etc.)? Please explain.	indicating a persistent access and recruitment gap for women in the program. There are also clear racial and ethnic equity gaps. While White student enrollment increases over time (reaching over 70% in FY25), representation of Black students declines and remains low in later years, and Hispanic representation remains relatively small and inconsistent. This suggests uneven access and/or retention across racial and ethnic groups, with the program not reflecting broader diversity trends. Retention and completion data also show performance gaps across cohorts. Fall-to-spring retention varies significantly, ranging from a high of 90.91% in FY23 to a low of 50% in FY25, indicating inconsistency in short-term student persistence. Three-year completion rates also fluctuate widely (approximately 42%–75%), suggesting that while some cohorts succeed at high levels, others do not complete at similar rates, pointing to a success gap across entering groups. Age distribution shifts also suggest a potential participation gap between learner types. While the program serves both under-20 and 20–25 age groups, there is a noticeable shift toward younger students in FY25 and the elimination of students over 25 in later years, indicating reduced access or retention for older/non-traditional learners. Finally, Pell eligibility data suggests a potential socioeconomic gap. Although there is variation year to year, the majority of students in most cohorts are not Pell recipients, and representation of low-income students remains inconsistent. This may indicate limited access for economically disadvantaged students relative to broader institutional or community demographics. Overall, the data shows strong enrollment stability but persistent equity gaps in gender, race/ethnicity, and socioeconomic representation, along with variability in retention and completion outcomes across cohorts.
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.	The college is addressing identified gaps through a combination of early pipeline development, hands-on engagement strategies, and targeted recruitment efforts designed to broaden access and improve student success in the Automotive Technology program. To address enrollment and equity gaps, the program has strengthened its early recruitment pipeline through initiatives such as the College Express pathway and the Auto Technology Fundamentals Certificate. These efforts introduce high school students to automotive careers earlier, helping to increase overall enrollment while creating more structured access points for students who may not have previously considered the program. This strategy also supports outreach to underrepresented groups by embedding exposure to the program within high school partnerships. To improve engagement and retention, the program emphasizes experiential, lab-based instruction that mirrors real-world automotive shop environments. This hands-on learning model helps improve student persistence by increasing

	relevance and engagement, which is reflected in stronger retention and completion outcomes in several cohorts. The incorporation of applied learning opportunities, such as the DACC Racing Team, further supports student engagement and belonging, which can help reduce retention gaps. To begin addressing equity gaps in gender and race/ethnicity, the program is increasing visibility through recruiting and outreach efforts that showcase diverse pathways into automotive careers. While representation gaps remain, these efforts aim to broaden awareness among female students and students from historically underrepresented racial and ethnic groups. In addition, ongoing monitoring of disaggregated data allows the program to identify shifts in enrollment, retention, and completion trends over time. This supports more informed decision-making and helps the college adjust strategies to better support student populations that may be experiencing lower participation or success rates.
Are the students served in this program representative of the total student population? Please explain.	No, the students served in this program are not fully representative of the total student population. Across all five fiscal years, the program shows a persistent gender imbalance, with male students making up roughly 89%–100% of enrollment, which is not reflective of a more balanced overall college population. Racial and ethnic representation is also uneven, with White students becoming the clear majority in later years (over 60% in FY24 and nearly 74% in FY25), while Black and Hispanic student representation remains relatively small and inconsistent over time. Additionally, Pell eligibility is often below or around half of the cohort, suggesting that lower-income students may be underrepresented compared to the broader student body. Age distribution shows some alignment with a traditional college population, but shifts toward younger students in recent years and the absence of students over 25 in FY25 suggest limited representation of non-traditional learners. Overall, while the program maintains stable enrollment and serves a mix of student ages, the demographic data indicates it is not yet fully representative of the college's overall student population, particularly in terms of gender, race/ethnicity, and socioeconomic diversity.
Are the students served in this program representative of the district population? Please explain.	No, the students served in this program are not fully representative of the district population. Across the five fiscal years, enrollment is consistently and heavily male-dominated (approximately 89%–100%), which does not reflect the broader gender balance typically found in the district population. Racial and ethnic representation also shows misalignment, with White students comprising the majority in later years (over 60% in FY24 and nearly 74% in FY25), while Black and Hispanic students remain present in smaller and fluctuating proportions. This suggests underrepresentation of some groups compared to what would be expected in the district overall. In addition, socioeconomic representation appears limited, as Pell eligibility is not consistently high and remains below half of students in most years, indicating that lower-income students may not be participating at rates comparable to the district population. Age distribution is somewhat mixed, but

		recent years show a shift toward younger students and a decline in older students (with no students over 25 in FY25), which may not fully reflect the broader community's range of adult learners. Overall, while the program provides important access to technical education, the demographic patterns show it is not yet fully aligned with the district's overall population in terms of gender, racial/ethnic diversity, and socioeconomic representation.
	Review Results	
	Action	■ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	The decision to continue the program with minor improvements is supported by overall positive indicators of program viability, relevance, and student success. The automotive program demonstrates strong alignment with regional workforce demand, industry standards, and employer expectations, with graduates prepared for entry-level employment in a high-demand field. Enrollment has shown recent growth, and the program maintains effective instructional practices grounded in hands-on, applied learning and continuous assessment of student outcomes. In addition, the program benefits from established industry partnerships, dual credit pathways, and emerging innovations, all of which strengthen its responsiveness to evolving industry needs. While the review identified areas for improvement—such as retention and completion rates, equipment updates, and increased diversity in enrollment—these gaps are not significant enough to warrant major restructuring or program discontinuation. Instead, targeted, data-informed improvements focused on recruitment, resource management, and expanded work-based learning opportunities are appropriate to enhance existing strengths. Continuing the program with minor improvements ensures sustained program quality while allowing for ongoing refinement and growth.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Review program review process and data collection** - begin Fall 2026; ongoing through next review cycle a. Review program CIP codes through ICCB to ensure all degree/certificates within the automotive programs are aligned correctly b. Review SOC codes and workforce labor data for inclusion of accurate job roles for designated program c. Review course listings aligned with the program to ensure accuracy; utilize updated lists to pull accurate tuition/fee

		income and total credit hour data d. Define specific expenses for individual program; such as separation of faculty salary for classes/stipends outside of the designated program; allowing more accurate representation of program net income e. Strengthen tracking of graduate outcomes, employer satisfaction, and work-based learning participation f. Collaborate with the Advising Office to identify AAS degree students and ensure appropriate enrollment in certificate programs to improve accuracy of completer data collection and reporting 2. **Increase enrollment & outreach efforts** - ongoing a. Expand marketing strategies to increase enrollment and improve representation, including targeted outreach to underrepresented populations b. Work with College Express office to promote the program certificate and pathway to the degree c. Discuss targeted cohort campaigns and promotion with the institution's redeveloped marketing department; cohorts could feature blocked scheduling for credit hour increase and student support 3. **Sustain financial improvement efforts** - begin Fall 2026; ongoing a. Monitor program expenses for necessity and cost-effectiveness b. Evaluate and prioritize equipment purchases to align with current industry standards c. Maintain focus on improving net income through enrollment growth and efficient resource allocation 4. **Strengthen industry work-based learning partnerships** - begin 2026-2027 academic year; ongoing a. Expand advisory committee to include regional industry partners, outside of the immediate Danville area b. Develop more formal agreements with employers to support curriculum input, student placement, and potential funding support c. Investigate internships, apprenticeships, and job shadowing opportunities with local/regional employers d. Increase engagement with employers in emerging technologies (hybrid and EV systems)
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action steps required at this time.

	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Action steps addressing equity gaps, including racial equity gaps, are actively being implemented and are embedded within the program's broader recruitment and student success initiatives. The most direct equity-focused efforts are centered on expanding marketing strategies to increase enrollment and improve representation, with intentional outreach to underrepresented populations, including female students, Black and Hispanic students, and older adult learners. In addition, the program is working with the institution's redeveloped marketing department to discuss targeted cohort campaigns. Cohorts could be designed to include structured support services designed to improve access, persistence, and completion for underrepresented student groups. These initiatives represent a clear and intentional effort to improve equity in program participation. Additional action steps also support equity outcomes indirectly. Efforts to improve data accuracy and student tracking—such as refining CIP/SOC codes, strengthening completer tracking through collaboration with Advising, and improving outcome data collection—will enhance the institution's ability to identify and monitor equity gaps more effectively. While not exclusively equity-driven, these steps are essential for measuring progress and informing future targeted interventions.
	Resources Needed	At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, the Department of Institutional Research & Reporting, the Finance Division, DACC Marketing Department, College Express office, the college recruitment team, Advising, Dean of Student Services, and the Vice President of Academic Affairs. Additional resources–internally within the college and externally from the community–will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean, with input from the program faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Review program review process and data collection** ○ Primary Responsibility: Department of Institutional Research & Reporting ○ Assistance: Program Faculty, Finance Division, Vice President of Academic Affairs 2. **Increase enrollment & outreach efforts** ○ Primary Responsibility: DACC Marketing Department & College Recruitment Team ○ Assistance: Program Faculty, College Express Office, Division Dean

		3. **Sustain financial improvement efforts** ○ Primary Responsibility: Division Dean ○ Assistance: Program Faculty, Finance Division, Institutional Grant Team 4. **Strengthen industry work-based learning partnerships** ○ Primary Responsibility: Program Faculty ○ Assistance: Division Dean, current advisory members

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2021-25

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Technology Fundamentals Certificate	Cert	15	470604	● Automotive Technology Fundamentals Certificate ● Automotive Technology Certificate ● Electric Vehicle Technology 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.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**Program Outcomes/Objectives** 1. Students will implement safe work habits in the automotive technology environment. 2. Students will exhibit proper usage and care of basic automotive tools and equipment. 3. Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. 4. Students will document repairs of vehicles thoroughly and accurately. 5. Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. **Possible Occupations:** ● Automotive Service Technicians & Mechanics ● Electrical & Electronics Install & Repair Tech, Trans Equip ● Electronic Equip Installers & Repairers, Motor Vehicles
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments, and Institutional Research & Reporting data reviews. Program learning outcomes are achieved through successful

you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	completion of the individual courses within the program. 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 Research & Reporting. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 1. Continue to focus on recruitment and retaining students. (every semester - implement Fall 2021) 2. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners (every semester - implement Fall 2021) Both of these actions have occurred and continue to be a focus.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Dean Graves;Automotive Faculty ● Alan Wilson; Automotive Faculty ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. D. Graves and A. Wilson provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following: ● *Automotive Service Technicians & Mechanics* show an annual compound growth within our region of .20% and .23% in Illinois. With a projected increase from 2022-2032 of 1.98% for the region and 2.28% for the state. ● 2023 wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $28,550 for entry level to $67,790 for experienced positions, with a $46,200 median. Wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $29,520 for entry level to $75,880 for experienced positions, with a $47,460 median. * The EDR2 region 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?	Per the last review, the job outlook was stated as “expected to grow slightly in our region.” While unable to numerically compare reports, this statement aligns with the current projections. Looking forward, positions are projected to increase at the rates indicated above.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is an ongoing effort for all programs across the institution. The current pipeline for the Automotive Technology program includes area high school students, G.E.D. completers, adult learners, and displaced workers seeking training for high-demand technical careers. To foster the primary pipeline of high school students, the program maintains partnerships with local high schools through career and technical education outreach, campus visits, dual credit opportunities, and participation in career fairs and community events. In particular, participating College Express students may complete the Automotive Technology Fundamentals certificate during their final two years of high school. This is a stackable certificate under the Automotive Technology AAS degree–creating a direct pathway into the program after graduation. Recruitment efforts focus on building awareness of the program and career opportunities in the automotive industry.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes to curriculum are initiated by faculty. Concepts may be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, industry partners, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs*	**Response**

<table>
<tr><td>/program-review/)</td><td></td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
● Costs to the institution associated with this program
● How costs compare to other similar programs on campus
● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
● Revenue Analysis
● Student to faculty ratio
● Course/section fill rates
● Enrollment trends
● Credit hours earned year to year
● Scheduling efficiency</td><td>The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost.

Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution.

In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized.

A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource allocation, and continuous improvement efforts.</td></tr>
<tr><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The primary cost to the institution associated with this program is full-time faculty salaries and benefits packages. The program includes two full-time faculty members.

For the five year review cycle, salary/benefit costs for two full-time faculty averaged $193,911. This is comparable to other CTE programs with two instructors, averaging less than Manufacturing and Computer Networking.

In addition to faculty salary/benefits, additional costs include equipment updates and maintenance. Expenses logged within the past five years were maintenance services, contractual services, instructional supplies, office/other supplies, printing, publications/dues, vehicle supplies, and travel.

The table below shows the five-year breakdown of the program’s net income.

<table>
<tr><td></td><td>FY2021</td><td>FY2022</td><td>FY2023</td><td>FY2024</td><td>FY2025</td></tr>
<tr><td>Net</td><td>-$78,738</td><td>-$102,931</td><td>-$67,099</td><td>-$118,420</td><td>-$50,062</td></tr>
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</table>

Income					
Net Income %	-37.0%	-50.4%	-31.1%	-34.7%	-19.8%
Net Income/Credit	-$93.29	-$182.18	-$105.34	-$91.87	-$35.48

Over the five-year review period, the average net income percentage for the Technology Automotive program was -34.6%, with a positive increase of 17.2% from year one to year five. FY2025 was the most profitable year of the review.

The table below indicates the program's total credit hours.

	FY2021	FY2022	FY2023	FY2024	FY2025
Total Credits	844	565	637	1289	1411

Total credit hours (for automotive program) spiked in FY2024–doubling from the previous year–and continued to increase in FY2025. Credit hour increase has helped improve the net income ratio in the most recent years. A targeted effort to raise credit hours could lead the program into a positive net income standing.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is funded by technology bonds, the general education fund, Perkins grants, the ICCB Rev Up EV grant, as well as funding/donations from local industry partners. In the case grant funds would cease, the program would rely on technology bonds and the institution's general education fund.
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,	The costs to students include tuition, course fees, and books. Student cost for this program is comparable, even slightly lower, than other CTE programs on campus. The automotive program requires students to purchase only one textbook and one workbook for use throughout the entire program, significantly reducing instructional material costs compared to many other programs. 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% applicants were awarded some form of

Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	scholarship dollars within the past five years. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	Although the program currently operates at a negative net income, financial trends indicate improvement, and continued growth efforts may lead to future profitability. Efforts to increase the cost-effectiveness of the program will focus on reduction of additional expenses not necessary for program operation. Previous purchases, such as supplies and equipment, were higher in earlier years due to preparation for the Electric Vehicle Certificate and courses. Ongoing investments will be necessary to maintain equipment and support hands-on laboratory experiences; however, faculty will continue evaluating recurring expenses to ensure they are necessary and cost-effective. In addition to managing expenses, the program remains focused on increasing total credit hour production to generate additional revenue through tuition and fees. As reflected in the data above, credit hour totals have doubled during the past two years of the review cycle. Continued recruiting efforts will aim to increase enrollment and maximize course capacity.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the above review reflected need for the following: 1. Program expenses will be regularly reviewed for necessity and cost-effectiveness to ensure resources are prioritized toward essential equipment, instructional needs, and program sustainability 2. Continued recruiting efforts will aim to increase enrollment and maximize course capacity.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include traditional face-to-face and hybrid courses; each modality includes both lecture and lab components. During this five-year cycle, program assessment data has been collected and analyzed on an annual basis, including a variety of courses and modalities. In general, the program assessment reports have indicated comparable success for students in both face-to-face and hybrid courses. Students continue to meet course objectives and program outcomes. Continued program assessments and institutional data specific to modality success rates will be evaluated, guiding any future

	changes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms and labs. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Automotive program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. Strengths of the automotive Program of Study include strong hands-on instructional practices, alignment with industry standards, embedded employability skill development, and dual credit opportunities that support secondary-to-postsecondary transitions. The program benefits from industry-informed curriculum and experiential learning opportunities that prepare students for automotive careers. Challenges include maintaining current equipment and emerging technology training resources, expanding work-based learning opportunities, and sustaining funding for modern diagnostic tools, software, and consumable lab materials necessary to replicate current industry environments.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. If College Express students complete the full course sequence, they earn a stackable certificate directly tied to the Automotive Technology AAS degree. If the student completes both years of eligibility, the following courses could be completed: AUTO 111 – Intro to Engine & EV Motors AUTO 128 – Fuel Systems & Emission Controls AUTO 134 – Steering & Suspension Systems AUTO 135 – Hydraulic-Regenerative Braking
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?	The Automotive Technology program has implemented several innovative strategies that contribute to both academic success and program quality. One of the most impactful innovations is the development of the Auto Technology Fundamentals Certificate, which allows high school students participating in the College Express rotation to complete a stackable credential prior to high school graduation. This creates a direct educational pipeline into the Automotive Technology degree program while increasing student engagement, retention, and workforce readiness. In addition, the program established the DACC Racing Team as a hands-on recruiting and student engagement initiative. The racing team provides students with real-world application of automotive concepts, promotes teamwork and problem-solving skills, and increases visibility of the program within the community and among prospective students. The program also emphasizes an experiential learning model by designing courses to be lab-intensive and application focused. Automotive labs are operated similarly to a professional auto shop environment, allowing students to develop technical competencies, workplace professionalism, diagnostic skills, and industry-standard practices through hands-on learning experiences. This immersive approach better prepares students for employment and aligns classroom instruction with current workforce expectations.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the	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 15 credit hours towards the Automotive Technology AAS degree if they are enrolled in both junior and senior years. The courses offered in the College Express program are chosen

<table>
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<td>program, what dual credit courses are seen as a priority?</td>
<td>based on the course sequence of the stackable certificate (Automotive Technology Fundamentals) under the AAS degree. As stated above, students completing these courses will earn the certificate and have a direct pathway toward degree completion.

The table below shows the number of College Express students participating in the Automotive program for this review cycle.

<table>
<tr><th>FY21</th><th>FY22</th><th>FY23</th><th>FY24</th><th>FY25</th></tr>
<tr><td>40</td><td>39</td><td>28</td><td>39</td><td>35</td></tr>
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The following high schools participate in the College Express Program:

Armstrong-Township High School
Bismarck-Henning Rossville-Alvin High School
Danville High School
Georgetown-Ridge Farm High School
Hoopeston Area High School
Oakwood High School
Salt Fork High School
Westville High School

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<tr>
<td>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?</td>
<td>The automotive program integrates multiple work-based learning opportunities throughout the curriculum to support student career readiness and successful transition into the workforce. Automotive courses are designed to provide extensive hands-on instruction within the automotive shop environment, allowing students to apply classroom concepts in real-world situations. The shop operates similarly to a small business, where students work on real vehicles with actual mechanical and diagnostic issues for real customers. Through these experiences, students develop technical competencies in diagnostics, repair, troubleshooting, and maintenance while also strengthening employability skills such as communication, teamwork, time management, professionalism, customer service, and workplace safety.

These work-based learning opportunities improve the quality of the program by increasing student engagement, reinforcing both technical and employability skills, and ensuring instruction remains aligned with current industry practices and employer expectations. The real-world experiences students receive contribute to stronger workforce readiness and provide graduates with practical experience valued by employers.

To further support workforce readiness, the curriculum also includes INFO 245 – Employment Seminar, a career preparedness</td>
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	course designed to help students successfully transition from the classroom to the workplace. In this course, students receive guidance in career exploration, job search strategies, resume and interview preparation, professional communication, and employment opportunities within the automotive industry. This additional layer of career preparation helps students develop the professional skills necessary for long-term career success. Opportunities for improvement include expanding partnerships with local employers to increase internship, apprenticeship, and job shadowing opportunities. Additional collaboration with industry partners could also provide students with greater exposure to emerging automotive technologies, including hybrid and electric vehicle systems, while strengthening mentorship and networking opportunities.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, industry accreditation is not required for this program. At this time, the college has not chosen to voluntarily seek accreditation through ASE.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No, not at this time.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, none of the core automotive courses are articulated through the Illinois Articulation Initiative (IAI). There are no cooperative agreements in place at this time.
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 official partnerships have been formed since the prior review. However, faculty have maintained strong, ongoing partnerships with the local Vermilion Chevrolet and Ford dealerships. In addition, several other local dealerships and small automotive

		repair businesses collaborate with the program on an as-needed basis. These partners assist with ordering and delivering parts, sharing and reporting diagnostic issues, and supporting real-world service scenarios that enhance student learning and shop operations. Opportunities exist to to develop more formalized relationships that support structured internships, apprenticeships, job shadowing, and potential employment pipelines for students. Expanding partnerships to include businesses specializing in hybrid and electric vehicle technology may further strengthen the program's alignment with current and emerging industry trends.
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.
	3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service opportunities, the college is in the process of developing a Teaching & Learning Center. While the specific structure and direction of the center are still being determined, efforts to collect and share faculty resources have already begun. The Teaching and Learning team has also started offering workshops focused on instructional best practices for faculty. In addition, the college's YouTube channel, The Jag Wire, provides a variety of instructional and informational videos that faculty can access in real time as needed. Specific to this program, the automotive faculty have participated in additional EV training, receiving certificates from Weber State University in 2024.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
	3.17 What is the status of the current technology and equipment used for this program?	The Automotive Technology program maintains current industry-standard technology and equipment to support student learning and hands-on training. Lab equipment includes modern diagnostic tools, scan tools, electrical training systems, EV components, and late-model vehicles used for instruction in

	automotive repair and emerging vehicle technologies. Equipment and software are reviewed regularly and updated as funding allows to ensure students are trained using technology commonly found in today's automotive industry.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, curriculum revisions have been made to strengthen student performance in automotive diagnostics, electrical systems, and EV technology. Course content, lab activities, and hands-on training were updated to better align with current industry standards and employer needs. Faculty also revised course sequencing and added more competency-based assessments to improve student skill development and learning outcomes. Assessment data continues to be reviewed regularly to identify areas for improvement and support overall program quality.
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 faculty and students indicate excitement and satisfaction with the possibility of job placement. Local employers reach out to the

	program faculty requesting student referrals for potential hire, and discussions with students regarding these opportunities upon graduation happen frequently.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, composed of local employers and industry partners, meets annually to support the ongoing quality and relevance of the automotive program. During these meetings, committee members review and provide feedback on curriculum, coursework, work-based learning opportunities, employment trends, and evolving industry needs. This input contributes directly to program improvement by strengthening curriculum alignment, informing instructional practices, and supporting student career readiness. It helps ensure that program content remains aligned with current workforce expectations and that students are being prepared with the skills and knowledge required by employers. The automotive advisory board currently includes a strong mix of small automotive businesses and larger dealerships within the Danville area, providing valuable local industry perspective and support. Opportunities for improvement may include expanding the advisory committee to include additional stakeholders from outside the immediate Danville area, particularly regional employers and industry partners. This additional participation could further enhance collaboration and ensure the program remains responsive to broader industry trends and emerging technologies.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers are engaged in the automotive program in several meaningful ways beyond the advisory committee. As mentioned, local industry partners, including dealerships and independent automotive shops, support the program through ongoing collaboration related to daily shop operations and student learning experiences. These partners assist faculty and students with ordering and delivering parts, as well as sharing and troubleshooting diagnostic and repair issues that arise during live vehicle work. This real-time interaction helps ensure students are exposed to authentic industry practices and current repair processes. Employers also contribute indirectly to curriculum relevance by providing organic insight into current industry trends, technology changes, and workforce expectations, which helps inform instructional adjustments and updates. In addition, employer partnerships support student placement opportunities by serving as potential hiring connections for graduates and providing informal recruitment pathways for

	students who demonstrate strong technical and employability skills. A few of these employers have also established formal partnerships with the college that include financial support to help sustain and enhance the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting.
3.25 What are the program's strengths?	The automotive program demonstrates several key strengths that contribute to its overall quality, relevance, and student success. A primary strength is its strong alignment with industry needs, including clearly defined program outcomes focused on safety, diagnostic accuracy, use of OEM standards, and development of entry-level employability skills. This ensures graduates leave the program with both technical competency and workplace readiness. Another major strength is the program's emphasis on hands-on, experiential learning. Students engage extensively in shop-based instruction where they work on real vehicles with authentic diagnostic and repair needs in an environment that simulates a functioning automotive service business. This real-world application strengthens technical skills while also reinforcing professionalism, teamwork, communication, and customer service. The program is also supported by strong internal and external collaboration. Internally, faculty engage in ongoing assessment cycles using course, program, and institutional data to continuously improve instruction. Input from advisory committees, industry partners, employers, students, and institutional stakeholders further strengthens curriculum relevance and responsiveness to workforce trends. Additional strengths include established dual credit pathways through College Express, which create early access to college-level automotive training for high school students and completion of the Automotive Technology Fundamentals Certificate–supporting seamless transition into the AAS degree program. Employer engagement is another notable strength, with local dealerships and automotive shops actively supporting the program through shop collaboration, diagnostic support, parts coordination, student placement opportunities, and financial contributions. These partnerships strengthen real-world relevance and help create employment pipelines for graduates. Finally, the program benefits from continuous faculty professional

	development, including EV-focused training and institutional in-service opportunities, ensuring instruction remains current with emerging technologies and instructional best practices. Overall, these combined strengths create a program that is industry-aligned, student-centered, and responsive to both local and regional workforce needs.
3.26 What are the identified or potential weaknesses of the program?	A primary weakness is the program's financial performance, as it continues to operate with a negative net income. Although credit hour production has increased significantly in recent years, sustaining and expanding enrollment remains essential to improving long-term cost-effectiveness and financial stability. Although recruitment efforts are ongoing and dual credit pathways are strong, continued focus is needed to ensure consistent enrollment growth and to strengthen the student pipeline across all entry points, including adult learners and underrepresented populations. Another challenge is the need for continued updates to equipment, diagnostic tools, and lab resources in order to keep pace with rapidly changing automotive technologies. This is especially important as the industry continues to shift toward hybrid and electric vehicle systems, which require specialized equipment, training, and consumable materials to fully replicate current workplace environments. Continued expansion of specialized training opportunities will be necessary to keep pace with emerging technologies and evolving industry expectations. Employer partnerships, while strong locally, are concentrated within the immediate service area. There is an opportunity to broaden regional partnerships and develop more structured agreements that support consistent student placement, curriculum input, and long-term workforce pipelines.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Opportunities for improvement include expanding partnerships with local employers to increase internship, apprenticeship, and job shadowing opportunities. Additional collaboration with industry partners could also provide students with greater exposure to emerging automotive technologies, including hybrid and electric vehicle systems, while strengthening mentorship and networking opportunities. Opportunities exist to develop more formalized relationships that support structured internships, apprenticeships, job shadowing, and potential employment pipelines for students. Expanding partnerships to include businesses specializing in hybrid and electric vehicle technology may further strengthen the program's alignment with current and emerging industry trends. This could include expanding the advisory committee to include additional

	stakeholders from outside the immediate Danville area, particularly regional employers and industry partners. This additional participation could further enhance collaboration and ensure the program remains responsive to broader industry trends and emerging technologies.

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

Performance and Equity

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

CTE Program	Automotive Technology Fundamentals				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	4	9	21	18
Number of Completers	0	0	0	5	14
Other (College Express Enrollment)	40	39	28	39	35
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.	The above data is reflective of the enrollment and completion rates for the Fundamentals of Automotive Technology. As the data is derived from the institution's database system, Colleague, the data included here reflects the enrollment/completion rates of students assigned to this program in the system. Per the College Express office (data in above graph), there were more students enrolled in the Automotive program than indicated in the system. This outlines a clear opportunity to educate high school students on the certificate and ensure an internal process to capture these students within the Colleague system. The disaggregated enrollment data for the program over the five-year review cycle provides insight into student demographics, access, and participation trends.				

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year then they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of a fiscal year. Students are not duplicated within a fiscal year, but may be duplicated throughout the fiscal years. Across Fiscal Years 2021–2025, the Automotive Technology program shows steady enrollment growth followed by a recent leveling off, increasing from 3 students in FY21 to a peak of 21 in FY24 before slightly declining to 18 in FY25. Overall, the data reflects both program expansion and stabilization in more recent years. In terms of gender, the program has remained heavily male-dominated throughout the period. Male participation increased from 66.7% in FY21 to near-total representation in FY23 (100%), and while there has been a slight increase in female participation in FY24 and FY25, women remain significantly underrepresented, never exceeding 11.1% of total enrollment. Racial demographics indicate a consistently strong representation of White students, ranging from 50% to over 83% depending on the year, with the proportion increasing in later years. Representation from Black and Hispanic students appears beginning in FY24 and remains small but present in FY25, while “Other” and “Unknown” categories decline over time, suggesting improved but still limited diversification. Pell eligibility trends show a shift over time: earlier years included a higher proportion of Pell recipients, but from FY23 onward, the majority of students are not Pell-eligible, with non-Pell students comprising over 80% in FY24 and FY25. This suggests a change in the socioeconomic composition of the student population as enrollment has grown. Use of accommodations has declined to zero after FY21, where only one student reported accommodations. This may reflect either a change in reporting, student disclosure, or cohort composition rather than a definitive absence of need. Age distribution shows a clear shift in student composition. Early years were more concentrated in the under-20 category, and while FY24 continued that trend, FY25 shows an even split between under-20 and 20–25 students, indicating a broadening age range and increasing participation from older students. Overall, the data suggests program growth with gradual diversification in race and age, persistent gender imbalance, and a socioeconomic shift toward a higher proportion of non-Pell students in recent years.

How does the data support the program goals? Elaborate.	The disaggregated data generally supports several key goals of the program, particularly in the areas of enrollment growth, pathway development, and expanded student access, while also highlighting areas where continued improvement is needed. First, the steady increase in total enrollment from FY21 (3 students) to FY24 (21 students), with sustained participation in FY25 (18 students), demonstrates strong progress toward the program's goal of growth and pipeline development. This trend aligns with the implementation of the Auto Technology Fundamentals Certificate and the College Express pathway, which are designed to introduce students earlier to the program and build a structured entry into the degree pathway. The increasing enrollment over time suggests these strategies are effectively strengthening recruitment and student interest. Second, the data reflects partial progress toward expanding access and broadening participation across student populations. While the program remains male-dominated, the presence of female students in multiple years—including increases in FY24 and FY25—indicates early movement toward improved gender inclusion. Similarly, the emergence of Black and Hispanic student participation in FY24 and FY25, although small in number, suggests that outreach and visibility efforts may be beginning to broaden the program's reach beyond its historically narrow demographic base. Third, the age distribution trends support the goal of serving both traditional and non-traditional learners. The shift toward a more balanced mix of under-20 and 20–25-year-old students in FY25 suggests the program is successfully attracting both high school pathway students and older learners, which aligns with the College Express model and workforce development mission. Fourth, the decreasing proportion of Pell-eligible students alongside rising enrollment may indicate that the program is expanding its appeal across a wider socioeconomic range, though it also suggests that additional intentional outreach may be needed to ensure equitable access for low-income students, especially if workforce development and accessibility are core program goals. Finally, while not directly tied to academic outcomes, the overall stability of enrollment and sustained participation in recent years supports the effectiveness of hands-on, lab-based instruction and engagement strategies such as the DACC Racing Team. These applied learning experiences likely contribute to student retention and interest, reinforcing the program's goal of providing practical, career-relevant education. Overall, the data shows strong alignment with program goals related to growth, pathway development, and applied learning, while also identifying ongoing opportunities to improve diversity, equity, and inclusion within the program.
Were there gaps in the data (equity gaps, enrollment gaps,	Yes, the data reveals notable gaps across equity, access, and representation that should be acknowledged and addressed.

retention gaps, success gaps, etc.)? Please explain.	The most significant gap is in gender representation. Across all five fiscal years, the program remains overwhelmingly male-dominated, ranging from 75% to 100% male enrollment. Although there is a slight increase in female participation in FY24 and FY25, women consistently represent a very small minority (never exceeding 11.11%). This indicates a persistent gender equity gap in enrollment and suggests that current recruitment strategies have not yet substantially improved female participation in the automotive pathway. There is also a clear racial and ethnic representation gap. While White students make up the majority across all years (ranging from 50% to 83.33%), Black and Hispanic student participation only appears beginning in FY24 and remains very limited in FY24 and FY25 (each never exceeding 5.56%). Additionally, the presence of "Other" and "Unknown" categories in earlier years suggests inconsistent or incomplete demographic reporting. Overall, the data indicates that the program has limited racial/ethnic diversity relative to broader student populations, pointing to an equity gap in access or recruitment. A socioeconomic gap is also present. Pell Grant eligibility declines over time, with FY23 showing 0% Pell recipients and FY24–FY25 remaining below 20%. While this may reflect shifting enrollment patterns, it suggests that lower-income students may be underrepresented in recent cohorts, raising potential concerns about equitable access to the program. The age distribution shows a partial gap in consistency of pathway targeting. While the program serves both under-20 and 20–25 age groups, FY23–FY24 were heavily concentrated in the under-20 category, while FY25 shifts to a 50/50 split. This inconsistency suggests fluctuations in recruitment effectiveness between high school pipeline students and adult learners, indicating a potential gap in sustained pathway balance. Finally, while accommodations data is limited, the near-complete absence of reported accommodations after FY21 may indicate a reporting gap or under-disclosure rather than a true absence of need. This could suggest a potential equity concern regarding whether students with disabilities are being fully captured or supported within program reporting structures. Overall, the data points to strong enrollment growth but persistent equity gaps in gender and race, potential socioeconomic disparities, and some inconsistencies in data reporting that may obscure the full picture of student needs and access.
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.	The college is actively working to address identified gaps in enrollment, retention, completion, and student representation through both program-level initiatives and institutional support services. To address representation gaps, the program continues to focus on expanding recruitment efforts and strengthening outreach to underrepresented populations, including female students and minority groups. This includes maintaining and expanding partnerships with local high schools through dual credit opportunities, career fairs, and the College Express pathway, which provides

	early exposure to automotive training and helps build a more diverse pipeline of future students. Continued emphasis will be placed on intentional outreach to broaden awareness of automotive career opportunities among nontraditional and underrepresented groups. In response to retention and completion gaps, the college utilizes a coordinated system of student support services, including advising, financial aid assistance, and academic support resources, to help identify and assist students who may be at risk of not persisting or completing the program. Faculty also engage in ongoing monitoring of student performance through course-level assessment and informal progress tracking, allowing for early intervention and support when needed. These efforts are particularly important given the program's population of Pell-eligible and early-career adult learners who may face additional academic, financial, or personal barriers. To further improve completion rates, the program is focusing on strengthening student engagement through hands-on, applied learning experiences and reinforcing career relevance throughout the curriculum. In addition, program faculty are aligning efforts with the College Express office to educate high school students on the direct pathway to the degree. Continued development of employer partnerships and work-based learning opportunities is also intended to increase student motivation, provide clearer career pathways, and improve persistence to completion.
Are the students served in this program representative of the total student population? Please explain.	No, the students served in this program do not appear to be fully representative of the total student population. Across all fiscal years, the program is consistently and heavily male-dominated (75%–100%), which indicates a significant gender imbalance compared to a typically more balanced overall college population. The racial/ethnic composition is also less diverse, with White students comprising the large majority in every year (ranging from 50% to over 83%) and Black and Hispanic students only appearing in very small numbers beginning in FY24. In addition, Pell eligibility trends suggest a lower proportion of low-income students in recent years (dropping to 0% in FY23 and remaining under 20% in FY24–FY25), which may further indicate differences from the broader student body. Overall, while enrollment has grown, the program population reflects notable disparities in gender, race/ethnicity, and socioeconomic representation compared to what would be expected of the general student population.
Are the students served in this program representative of the district population? Please explain.	No, the students served in this program do not appear to be fully representative of the district population. The program is consistently dominated by male students across all fiscal years (ranging from 75% to 100%), which does not reflect the more balanced gender distribution in the broader community. In addition, White students make up the majority of enrollment in every year (50%–83%), while Black and Hispanic students are represented in very small numbers only in the most recent years (FY24–FY25), suggesting limited alignment with the district's racial and ethnic diversity. The relatively low and declining percentage of Pell-eligible students in recent cohorts also suggests that lower-income students may be underrepresented compared to the broader

		district population. Overall, while the program shows strong enrollment growth and emerging diversity, the current student population does not yet reflect the demographic and socioeconomic composition of the district as a whole.
	Review Results	
	Action	■ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	The decision to continue the program with minor improvements is supported by overall positive indicators of program viability, relevance, and student success. The automotive program demonstrates strong alignment with regional workforce demand, industry standards, and employer expectations, with graduates prepared for entry-level employment in a high-demand field. Enrollment has shown recent growth, and the program maintains effective instructional practices grounded in hands-on, applied learning and continuous assessment of student outcomes. In addition, the program benefits from established industry partnerships, dual credit pathways, and emerging innovations, all of which strengthen its responsiveness to evolving industry needs. While the review identified areas for improvement—such as retention and completion rates, equipment updates, and increased diversity in enrollment—these gaps are not significant enough to warrant major restructuring or program discontinuation. Instead, targeted, data-informed improvements focused on recruitment, resource management, and expanded work-based learning opportunities are appropriate to enhance existing strengths. Continuing the program with minor improvements ensures sustained program quality while allowing for ongoing refinement and growth.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Review program review process and data collection** - begin Fall 2026; ongoing through next review cycle a. Review program CIP codes through ICCB to ensure all degree/certificates within the automotive programs are aligned correctly b. Review SOC codes and workforce labor data for inclusion of accurate job roles for designated program c. Review course listings aligned with the program to ensure accuracy; utilize updated lists to pull accurate tuition/fee income and total credit hour data d. Define specific expenses for individual program; such as separation of faculty salary for classes/stipends outside of the designated program; allowing more accurate representation of program net income

		e. Strengthen tracking of graduate outcomes, employer satisfaction, and work-based learning participation f. Collaborate with the Advising Office to identify AAS degree students and ensure appropriate enrollment in certificate programs to improve accuracy of completer data collection and reporting 2. **Increase enrollment & outreach efforts** - ongoing a. Expand marketing strategies to increase enrollment and improve representation, including targeted outreach to underrepresented populations b. Work with College Express office to promote the program certificate and pathway to the degree c. Discuss targeted cohort campaigns and promotion with the institution's redeveloped marketing department; cohorts could feature blocked scheduling for credit hour increase and student support 3. **Sustain financial improvement efforts** - begin Fall 2026; ongoing a. Monitor program expenses for necessity and cost-effectiveness b. Evaluate and prioritize equipment purchases to align with current industry standards c. Maintain focus on improving net income through enrollment growth and efficient resource allocation 4. **Strengthen industry work-based learning partnerships** - begin 2026-2027 academic year; ongoing a. Expand advisory committee to include regional industry partners, outside of the immediate Danville area b. Develop more formal agreements with employers to support curriculum input, student placement, and potential funding support
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action steps required at this time.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Action steps addressing equity gaps, including racial equity gaps, are actively being implemented and are embedded within the program's broader recruitment and student success initiatives. The most direct equity-focused efforts are centered on expanding marketing strategies to increase enrollment and improve representation, with intentional outreach to underrepresented populations, including female students, Black and Hispanic students, and older adult learners. In addition, the program is working with the institution's redeveloped marketing department to discuss targeted

		cohort campaigns. Cohorts could be designed to include structured support services designed to improve access, persistence, and completion for underrepresented student groups. These initiatives represent a clear and intentional effort to improve equity in program participation. Additional action steps also support equity outcomes indirectly. Efforts to improve data accuracy and student tracking—such as refining CIP/SOC codes, strengthening completer tracking through collaboration with Advising, and improving outcome data collection—will enhance the institution's ability to identify and monitor equity gaps more effectively. While not exclusively equity-driven, these steps are essential for measuring progress and informing future targeted interventions.
	Resources Needed	At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, the Department of Institutional Research & Reporting, the Finance Division, DACC Marketing Department, College Express office, the college recruitment team, Advising, Dean of Student Services, and the Vice President of Academic Affairs. Additional resources–internally within the college and externally from the community–will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean, with input from the program faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Review program review process and data collection** ○ Primary Responsibility: Department of Institutional Research & Reporting ○ Assistance: Program Faculty, Finance Division, Vice President of Academic Affairs 2. **Increase enrollment & outreach efforts** ○ Primary Responsibility: DACC Marketing Department & College Recruitment Team ○ Assistance: Program Faculty, College Express Office, Division Dean 3. **Sustain financial improvement efforts** ○ Primary Responsibility: Division Dean ○ Assistance: Program Faculty, Finance Division, Institutional Grant Team 4. **Strengthen industry work-based learning partnerships** ○ Primary Responsibility: Program Faculty ○ Assistance: Division Dean, current advisory members

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Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2021-25

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Advanced Automotive Technology Certificate DOC	Cert	13	470604	None

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**Program Outcomes/Objectives** 1. Students will implement safe work habits in the automotive technology environment. 2. Students will exhibit proper usage and care of basic automotive tools and equipment. 3. Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. 4. Students will document repairs of vehicles thoroughly and accurately. 5. Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. **Possible Occupations:** ● Automotive Service Technicians & Mechanics ● Electrical & Electronics Install & Repair Tech, Trans Equip ● Electronic Equip Installers & Repairers, Motor Vehicles
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments, and Institutional Research & Reporting data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the program. 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 Research & Reporting. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for

	further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 1. Continue to update equipment and materials to provide a quality education for our students.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. J. Slavik helped formulate the report. T. Cummings provided project guidance and oversaw report completion.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Correctional Facility Team – provide feedback received from students and personal observation of enrollment trends, etc. ● Program Instructors and Director - provide coursework and program insight ● Students – student surveys conducted to obtain feedback on college, program, and courses

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A The Advanced Automotive Technology Certificate DOC is 13 credit 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 October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following: ● *Automotive Service Technicians & Mechanics* show an annual compound growth within our region of .20% and .23% in Illinois. With a projected increase from 2022-2032 of 1.98% for the region and 2.28% for the state. ● 2023 wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $28,550 for entry level to $67,790 for experienced positions, with a $46,200 median. Wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $29,520 for entry level to $75,880 for experienced positions, with a $47,460 median. * The EDR2 region 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?	Per the last review, the job outlook was stated as "expected to grow slightly in our region." While unable to numerically compare reports, this statement aligns with the current projections. Looking forward, positions are projected to increase at the rates indicated above.
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?)	The Department of Corrections Automotive Program maintains a consistent pipeline of students through a structured enrollment process. Incarcerated individuals become eligible for the program toward the end of their sentence after completing their GED or high school diploma requirements and any required assessments. Because the correctional system serves a continuous population of individuals seeking educational and workforce training opportunities, the program has a steady source of qualified students to meet enrollment needs and support local labor market demand.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes to curriculum are initiated by faculty. Concepts may be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, and/or industry partners. The program faculty, the Director of Education, 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, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost. Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution. In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized. A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource allocation, and continuous improvement efforts.

2.2 What are the findings of the cost-effectiveness analysis?	Specific financial data for the Department of Corrections for this five year review cycle is not available. The primary cost associated with this program is full-time faculty salary and benefits package. The program includes one full-time faculty member. Additional costs include equipment and materials. However, at this point in time, the institution is reimbursed for all program expenses from the Department of Corrections.
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 currently funded by the Perkins grants through the Department of Corrections. In the case grant funds would cease, the program would rely on technology bonds and the institution's general education fund. Additional funding could be explored through a Pell Eligible program.
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)	Department of Corrections incarcerated students receive services free of charge.
2.5 How will the college increase the cost- effectiveness of this program?	Currently the Department of Corrections reimburses the college for expenses. However, another avenue to increase cost-effectiveness is to pursue pell-eligibility for DOC programs.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes. Although the Department of Corrections currently reimburses the college for program expenses, the review highlighted the potential to improve cost-effectiveness by pursuing Pell Grant eligibility for eligible DOC programs, creating an additional funding source to support program sustainability.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include only traditional face-to-face and includes both lecture and lab components. During this five-year cycle, program assessment data has been collected and analyzed on an annual basis. In general, the program assessment reports have indicated success for students; they continue to meet course objectives and program outcomes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty (including DOC instructors) 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 Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the DOC Director of Education 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. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The DACC Automotive program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. The Department of Corrections automotive program is eligible for Perkins funds through the DOC.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	No, not at this time.
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?	One of the program's key innovations is its strong emphasis on hands-on, experiential learning through automotive laboratory instruction. Students develop technical skills by applying classroom concepts in a practical lab environment that mirrors industry expectations. In addition, the program has successfully adapted career and technical education delivery to meet the unique needs of individuals in custody while maintaining compliance with Department of Corrections requirements and security protocols. This balance of high-quality workforce training, structured support, and operational flexibility provides a model that other colleges may find valuable when developing or expanding correctional education programs.
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 not available at the Department of Corrections.
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?	Work-based learning opportunities are not available at the Department of Corrections.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, industry accreditation is not required for this program.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No, not at this time.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No, not at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, none of the core automotive courses are articulated through the Illinois Articulation Initiative (IAI). There are no cooperative agreements in place at this time.
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. The program maintains a strong working relationship between Department of Corrections instructors and on-campus DACC automotive faculty to ensure consistency in curriculum delivery, instructional quality, and student learning outcomes. Potential future partnerships could include automotive industry employers and workforce development organizations to further support workforce readiness and employment opportunities for graduates. These partnerships will filter down from the on-campus program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service opportunities, the college is in the process of developing a Teaching & Learning Center. While the specific structure and direction of the center are still being determined, efforts to collect and share faculty resources have already begun. The Teaching and Learning team has also started offering workshops focused on instructional best practices for faculty. In addition, the college's YouTube channel, The Jag Wire, provides a variety of instructional and informational videos that faculty can access in real time as needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The Automotive Technology program maintains current industry-standard technology and equipment to support student learning and hands-on training. Lab equipment includes diagnostic tools, scan tools, and late-model vehicles used for instruction in automotive repair. Equipment is reviewed regularly and updated as funding allows.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. DOC instructors work closely with the DOC Director of Education and Assessment Champion to analyze student results and initiate program improvements.

	Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, additional hands-on learning experiences have been incorporated into the program coursework.
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.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	At this time, there is not a program advisory committee for the DOC program. However, it would be beneficial for DOC instructors to attend the DACC Automotive advisory board as it is well established and would provide quality industry insight.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	At this time, employers are not engaged with the DOC program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	At this time, this data is not collected for the DOC program.
3.25 What are the program's strengths?	The review identified the following strengths of the Department of Corrections Automotive Technology Program: 1. **Strong hands-on learning environment** – The program emphasizes practical laboratory experiences that allow students to develop and demonstrate industry-relevant automotive skills in a setting that mirrors workplace

	expectations. 2. **Consistent achievement of program outcomes** – Annual assessment data indicate that students successfully meet course objectives and program learning outcomes, including safe work practices, diagnostic procedures, proper tool usage, and application of OEM guidelines. 3. **Effective collaboration and instructional quality** – DOC automotive instructors work closely with on-campus DACC automotive faculty to ensure consistency in curriculum delivery, instructional quality, and student learning outcomes. This collaboration helps maintain program standards while meeting the unique requirements of the correctional education environment.
3.26 What are the identified or potential weaknesses of the program?	The review identified several areas for improvement within the Department of Corrections Automotive Technology Program: 1. **Limited industry engagement** – Because of the DOC limitations, the program currently has limited work-based learning opportunities and involvement from employers. These limitations hinder the ability to mirror experiences on-campus students receive. In addition, the program does not currently maintain a dedicated advisory committee and has not established new external partnerships during the review period. 2. **Lack of industry-recognized credentials and work-based learning opportunities** – Students do not currently have access to embedded industry certifications, apprenticeships, or work-based learning experiences, which could further strengthen workforce readiness and employment outcomes. 3. **Pell Grant eligibility has not yet been established** – The program is currently funded through Department of Corrections resources and grant funding. Exploring Pell Grant eligibility for the program could provide an additional funding source, enhance long-term sustainability, and potentially expand educational opportunities for eligible students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes, Expanding connections with industry partners and incorporating DOC instructor participation in the DACC Automotive Advisory Board could provide additional insight into workforce needs and emerging industry trends. In addition, pursuing pell grant eligibility for the program

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

Performance and Equity

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

CTE Program	Advanced Automotive Technology DOC				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	6	9	20	6
Number of Completers	0	4	10	16	12
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	The above data is reflective of Advanced Automotive Technology DOC enrollment and completion rates. The disaggregated enrollment data for the program over the five-year review cycle provides insight into student demographics, access, and participation trends. The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year, they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of the fiscal year. Students are not duplicated within a fiscal year but may be counted in multiple fiscal years if enrolled during more than one year. Overall enrollment increased following the COVID-19 restrictions, growing from one student in FY2021 to a peak of 20 students in FY2024 before

& race, special population status & race, etc.)	decreasing to six students in FY2025. Despite year-to-year fluctuations resulting from relatively small cohort sizes, the program continued to serve students consistently throughout the review period. In terms of gender distribution, the program enrolled 100% male students throughout the five-year review cycle, as the facility is a men-only correctional facility. Enrollment demographics varied throughout the review period, reflecting the population eligible for participation within the Department of Corrections system. Black and White students represented the largest racial groups enrolled in the program, although their proportions fluctuated from year to year due to the relatively small enrollment numbers. Black students represented between 16.67% and 55.56% of enrollment, while White students accounted for between 11.11% and 50%. Hispanic and Other racial groups were represented in FY2023 and FY2024 at lower levels, and a portion of students each year were reported as Unknown. Overall, the program served a diverse student population, and enrollment patterns generally reflected the available pool of eligible students within the correctional setting. Pell eligibility data indicates that 0% of enrolled students received Pell Grant funding during the review period, as the DOC program is not currently Pell eligible. Accommodation data shows that no enrolled students had documented accommodations on file during the review period. The age distribution of program enrollees remained consistent throughout the review period. The majority of students were over the age of 25, accounting for between 88.89% and 100% of enrollment each year. A small number of students between the ages of 20 and 25 were enrolled in FY2023 and FY2024, while no students under the age of 20 participated during the review period. These enrollment patterns reflect the demographics of the eligible population within the Department of Corrections system.
How does the data support the program goals? Elaborate.	The enrollment data support the program's goal of providing educational opportunities to eligible individuals within the Department of Corrections system. The program continues to serve a diverse student population and maintains a consistent enrollment pipeline, demonstrating access to educational opportunities for individuals preparing to re-enter the workforce. Additionally, assessment results indicate that students are successfully achieving course and program learning outcomes, supporting the program's objective of preparing students for employment in the automotive industry.
Were there gaps in the data (equity gaps, enrollment gaps,	No significant equity, enrollment, retention, or success gaps were identified in the available data. Enrollment increased from FY2021 through FY2024 before declining in FY2025; however, the relatively small cohort sizes make it

retention gaps, success gaps, etc.)? Please explain.	difficult to identify meaningful trends or persistent enrollment gaps. The program continues to serve the eligible Department of Corrections population. Because the facility is a men-only correctional facility, all enrolled students were male throughout the review period. The majority of students were over the age of 25, which reflects the demographics of the eligible DOC population. While the racial composition of the program varied from year to year, these fluctuations are expected given the small number of students enrolled annually and do not indicate consistent disparities in access or participation among racial groups. Similarly, no gaps related to Pell eligibility or accommodations were identified, as the program is not currently Pell eligible and no enrolled students had documented accommodations during the review period. Overall, the available data do not indicate persistent equity, enrollment, retention, or student success gaps.
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.	At this time, no significant equity, enrollment, retention, or success gaps have been identified that require targeted intervention. The college continues to monitor student data through the annual assessment cycle, Institutional Research reviews, and faculty evaluation processes to ensure ongoing student success. The institution will continue to refine data collection and reporting practices to improve accuracy and support future analysis.
Are the students served in this program representative of the total student population? Please explain.	No, the students served in this program are not representative of the college's overall student population due to the unique nature of the Department of Corrections setting. However, the enrollment does reflect the demographics of the current DOC population eligible to participate in the program. As such, the student population is appropriately representative of the individuals in custody being served rather than the broader institutional student body.
Are the students served in this program representative of the district population? Please explain.	No, the students served in this program are not representative of the district's overall student population due to the unique nature of the Department of Corrections setting. However, the enrollment does reflect the demographics of the current DOC population eligible to participate in the program. As such, the student population is appropriately representative of the individuals in custody being served rather than the broader district student body.
Review Results	
Action	■ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)

	Summary Rationale Please provide a brief rationale for the chosen action.	The program review supports continuing the Advanced Automotive Technology DOC Program with minor improvements due to overall strong performance in meeting program outcomes, consistent student success in achieving course objectives, and stable enrollment within the Department of Corrections pipeline. While a few areas for enhancement were identified—such as exploring Pell eligibility and increasing industry engagement—these do not significantly impact program quality or viability. Continued incremental improvements will help strengthen long-term effectiveness and alignment with workforce needs.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Review program review process and data collection** - begin Fall 2026; ongoing through next review cycle a. Review program CIP codes through ICCB to ensure all degree/certificates within the automotive programs are aligned correctly b. Review SOC codes and workforce labor data for inclusion of accurate job roles for designated program c. Review course listings aligned with the program to ensure accuracy; utilize updated lists to pull accurate tuition/fee income and total credit hour data d. Define specific expenses for individual program; such as separation of faculty salary for classes/stipends outside of the designated program; allowing more accurate representation of program net income e. Identify specific financial areas of reimbursement from the DOC Perkins funds. f. Collaborate with the Advising Office to identify certificate students and ensure appropriate enrollment in certificate programs to improve accuracy of completer data collection and reporting 2. **Expand Advisory Board Connections** - ongoing a. Include DOC Automotive Instructors and DOC Director of Education in the on-campus Automotive Advisory Board b. Encourage collaboration with on-campus and DOC instructors and industry partners 3. **Review Program Pell Eligibility** - begin Spring 2027 a. Conduct Pell eligibility feasibility review – Evaluate whether the Department of Corrections Automotive Technology Program meets federal requirements for Pell Grant eligibility, including instructional delivery model, student eligibility criteria, and compliance considerations. b. Consult with institutional and financial aid leadership – Engage Financial Aid, Academic Affairs, and compliance stakeholders to determine regulatory pathways, potential barriers, and required program modifications for Pell implementation.

		c. Develop an implementation and sustainability plan – If deemed eligible, outline the steps, timeline, and resource needs to transition the program toward Pell funding, including documentation, reporting requirements, and communication with DOC partners.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action steps required at this time.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	At this time, no significant equity or racial equity gaps have been identified that require targeted corrective action. As a result, there are no formal equity-specific action steps currently being implemented. However, the program continues to support equitable access through open eligibility within the Department of Corrections population and ongoing monitoring of student demographic and success data through the annual assessment and institutional review process. Any emerging disparities will be addressed through the established curriculum review and continuous improvement process.
	Resources Needed	At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, DOC Director of Education, the Department of Institutional Research & Reporting, the Finance Division, Vice President of Academic Affairs. Additional resources will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?	The Director of Education, with input from the program faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Review program review process and data collection** ○ Primary Responsibility: Department of Institutional Research & Reporting ○ Assistance: Program Faculty, Finance Division, Vice President of Academic Affairs 2. **Expand Advisory Board Connections** ○ Primary Responsibility: Director of Education ○ Assistance: Program Faculty, Division Dean 3. **Review Program Pell Eligibility** ○ Primary Responsibility: Director of Education ○ Assistance: Division Dean, Finance Division, Vice President of Academic of Affairs

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Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2021-25

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Basic Automotive Technology Certificate DOC	Cert	26	470604	None

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**Program Outcomes/Objectives** 1. Students will implement safe work habits in the automotive technology environment. 2. Students will exhibit proper usage and care of basic automotive tools and equipment. 3. Students will employ a methodical process in performing automotive diagnostic procedures in an orderly manner. 4. Students will document repairs of vehicles thoroughly and accurately. 5. Students will apply OEM guidelines to evaluate, diagnose, and repair various automotive systems. **Possible Occupations:** ● Automotive Service Technicians & Mechanics ● Electrical & Electronics Install & Repair Tech, Trans Equip ● Electronic Equip Installers & Repairers, Motor Vehicles
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments, and Institutional Research & Reporting data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the program. 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 Research & Reporting. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for

	further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 1. Continue to update equipment and materials to provide a quality education to our students.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. J. Slavik helped formulate the report. T. Cummings provided project guidance and oversaw report completion.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Correctional Facility Team – provide feedback received from students and personal observation of enrollment trends, etc. ● Program Instructors and Director - provide coursework and program insight ● Students – student surveys conducted to obtain feedback on college, program, and courses

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A The Basic Automotive Technology Certificate DOC is 26 credit hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor	As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following:

market information.	● *Automotive Service Technicians & Mechanics* show an annual compound growth within our region of .20% and .23% in Illinois. With a projected increase from 2022-2032 of 1.98% for the region and 2.28% for the state. ● 2023 wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $28,550 for entry level to $67,790 for experienced positions, with a $46,200 median. Wage summaries for *Automotive Service Technicians & Mechanics in Danville, IL* show an annual range of $29,520 for entry level to $75,880 for experienced positions, with a $47,460 median. * The EDR2 region 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?	Per the last review, the job outlook was stated as "expected to grow slightly in our region." While unable to numerically compare reports, this statement aligns with the current projections. Looking forward, positions are projected to increase at the rates indicated above.
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?)	The Department of Corrections Automotive Program maintains a consistent pipeline of students through a structured enrollment process. Incarcerated individuals become eligible for the program toward the end of their sentence after completing their GED or high school diploma requirements and any required assessments. Because the correctional system serves a continuous population of individuals seeking educational and workforce training opportunities, the program has a steady source of qualified students to meet enrollment needs and support local labor market demand.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs/changes to curriculum are initiated by faculty. Concepts may be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, and/or industry partners. The program faculty, the Director of Education, 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,

	various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Not at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost. Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution. In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized. A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource allocation, and continuous improvement efforts.
2.2 What are the findings of the cost-effectiveness analysis?	Specific financial data for the Department of Corrections for this five year review cycle is not available. The primary cost associated with this program is full-time faculty salary and benefits package. The program includes one full-time faculty member. Additional costs include equipment and materials.

	However, at this point in time, the institution is reimbursed for all program expenses from the Department of Corrections.
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 currently funded by a Perkins grants through the Department of Corrections. In the case grant funds would cease, the program would rely on technology bonds and the institution's general education fund. Additional funding could be explored through a Pell Eligible program.
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)	Department of Corrections incarcerated students receive services free of charge.
2.5 How will the college increase the cost- effectiveness of this program?	Currently the Department of Corrections reimburses the college for expenses. However, another avenue to increase cost-effectiveness is to pursue pell-eligibility for DOC programs.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes. Although the Department of Corrections currently reimburses the college for program expenses, the review highlighted the potential to improve cost-effectiveness by pursuing Pell Grant eligibility for eligible DOC programs, creating an additional funding source to support program sustainability.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include only traditional face-to-face and includes both lecture and lab components. During this five-year cycle, program assessment data has been collected and analyzed on an annual basis. In general, the program assessment reports have indicated success for students; they continue to meet course objectives and program outcomes.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty (including DOC instructors) 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 Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the DOC Director of Education 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. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The DACC Automotive program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023. The Department of Corrections automotive program is eligible for Perkins funds through the DOC.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway	Not at this time.

	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?	One of the program's key innovations is its strong emphasis on hands-on, experiential learning through automotive laboratory instruction. Students develop technical skills by applying classroom concepts in a practical lab environment that mirrors industry expectations. In addition, the program has successfully adapted career and technical education delivery to meet the unique needs of individuals in custody while maintaining compliance with Department of Corrections requirements and security protocols. This balance of high-quality workforce training, structured support, and operational flexibility provides a model that other colleges may find valuable when developing or expanding correctional education programs.
	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 not available at the Department of Corrections.
	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?	Work-based learning opportunities are not available at the Department of Corrections.
	3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, industry accreditation is not required for this program.
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No, not at this time.
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.
	3.11 Please list all applicable licensure and industry/professional	N/A

examinations. Include examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, none of the core automotive courses are articulated through the Illinois Articulation Initiative (IAI). There are no cooperative agreements in place at this time.
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. The program maintains a strong working relationship between Department of Corrections instructors and on-campus DACC automotive faculty to ensure consistency in curriculum delivery, instructional quality, and student learning outcomes. Potential future partnerships could include automotive industry employers and workforce development organizations to further support workforce readiness and employment opportunities for graduates. These partnerships will filter down from the on-campus program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service opportunities, the college is in the process of developing a Teaching & Learning Center. While the specific structure and direction of the center are still being determined, efforts to collect and share faculty resources have already begun. The Teaching and Learning team has also started offering workshops focused on instructional best practices for faculty. In addition, the college's YouTube channel, The Jag Wire, provides a variety of instructional and informational videos that faculty can access in real time as needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.

3.17 What is the status of the current technology and equipment used for this program?	The Automotive Technology program maintains current industry-standard technology and equipment to support student learning and hands-on training. Lab equipment includes diagnostic tools, scan tools, and late-model vehicles used for instruction in automotive repair. Equipment is reviewed regularly and updated as funding allows.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. DOC instructors work closely with the DOC Director of Education and Assessment Champion to analyze student results and initiate program improvements. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Based on past assessment results, additional hands-on learning experiences have been incorporated into the program coursework.
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.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	At this time, there is not a program advisory committee for the DOC program. However, it would be beneficial for DOC instructors to attend the DACC Automotive advisory board as it is well established and would provide quality industry insight.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	At this time, employers are not engaged with the DOC program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	At this time, this data is not collected for the DOC program.
3.25 What are the program's strengths?	The review identified the following strengths of the Department of Corrections Automotive Technology Program: 1. **Strong hands-on learning environment** – The program emphasizes practical laboratory experiences that allow students to develop and demonstrate industry-relevant automotive skills in a setting that mirrors workplace expectations. 2. **Consistent achievement of program outcomes** – Annual assessment data indicate that students successfully meet course objectives and program learning outcomes, including safe work practices, diagnostic procedures, proper tool usage, and application of OEM guidelines. 3. **Effective collaboration and instructional quality** – DOC automotive instructors work closely with on-campus DACC automotive faculty to ensure consistency in curriculum delivery, instructional quality, and student learning outcomes. This collaboration helps maintain program standards while meeting the unique requirements of the correctional education environment.
3.26 What are the identified or potential weaknesses of the program?	The review identified several areas for improvement within the Department of Corrections Automotive Technology Program: 1. **Limited industry engagement** – Because of the DOC limitations, the program currently has limited work-based

	learning opportunities and involvement from employers. These limitations hinder the ability to mirror experiences on-campus students receive. In addition, the program does not currently maintain a dedicated advisory committee and has not established new external partnerships during the review period. 2. **Lack of industry-recognized credentials and work-based learning opportunities** – Students do not currently have access to embedded industry certifications, apprenticeships, or work-based learning experiences, which could further strengthen workforce readiness and employment outcomes. 3. **Pell Grant eligibility has not yet been established** – The program is currently funded through Department of Corrections resources and grant funding. Exploring Pell Grant eligibility for the program could provide an additional funding source, enhance long-term sustainability, and potentially expand educational opportunities for eligible students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes, Expanding connections with industry partners and incorporating DOC instructor participation in the DACC Automotive Advisory Board could provide additional insight into workforce needs and emerging industry trends. In addition, pursuing pell grant eligibility for the program

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

Performance and Equity

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

CTE Program	Basic Automotive Technology DOC

CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	9	17	18	8
Number of Completers	0	5	8	14	15
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.)	The above data is reflective of Basic Automotive Technology DOC enrollment and completion rates. The disaggregated enrollment data for the program over the five-year review cycle provides insight into student demographics, access, and participation trends. The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year then they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of a fiscal year. Students are not duplicated within a fiscal year, but may be duplicated throughout the fiscal years. Overall enrollment increased after the COVID restrictions were lifted and has remained relatively stable with a slight decrease in the most recent year. In terms of gender distribution, the program includes 100% Male students as the facility is a men only facility. Enrollment demographics varied throughout the review period, reflecting the population eligible for participation within the Department of Corrections system. White and Black students represented the largest racial groups enrolled in the program, with enrollment proportions fluctuating from year to year due to relatively small cohort sizes. Hispanic and Other racial groups were represented at lower levels, while a portion of students were reported as Unknown. Overall, the program served a diverse student population and enrollment patterns generally mirrored the available pool of eligible students within the correctional setting. Pell eligibility data indicates 0% of pell eligibility, as at this time the DOC program is not pell eligible. Accommodation data shows 0% of students were eligible for accommodations. The age distribution of program enrollees remained consistent throughout the review period. The vast majority of students were over the age of 25, accounting for between 88% and 100% of enrollment each year. A small number of students fell within the 20–25 age range, while no students under				

	the age of 20 were enrolled during the review period. These enrollment patterns reflect the demographics of the eligible population within the Department of Corrections system.
How does the data support the program goals? Elaborate.	The enrollment data support the program's goal of providing educational pportunities to eligible individuals within the Department of Corrections system. The program continues to serve a diverse student population and maintains a consistent enrollment pipeline, demonstrating access to educational opportunities for individuals preparing to re-enter the workforce. Additionally, assessment results indicate that students are successfully achieving course and program learning outcomes, supporting the program's objective of preparing students for employment in the automotive industry.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No significant equity, enrollment, retention, or success gaps were identified in the available data. Enrollment is concentrated in the over-25 age group, which reflects the eligible Department of Corrections population. Racial distribution varies year to year due to small sample sizes, with no consistent pattern indicating systemic disparities in access or outcomes. Overall, the data do not indicate persistent gaps in student success.
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.	At this time, no significant equity, enrollment, retention, or success gaps have been identified that require targeted intervention. The college continues to monitor student data through the annual assessment cycle, Institutional Research reviews, and faculty evaluation processes to ensure ongoing student success. The institution will continue to refine data collection and reporting practices to improve accuracy and support future analysis.
Are the students served in this program representative of the total student population? Please explain.	No, the students served in this program are not representative of the college’s overall student population due to the unique nature of the Department of Corrections setting. However, the enrollment does reflect the demographics of the current DOC population eligible to participate in the program. As such, the student population is appropriately representative of the individuals in custody being served rather than the broader institutional student body.
Are the students served in this program representative of the district population? Please explain.	No, the students served in this program are not representative of the district’s overall student population due to the unique nature of the Department of Corrections setting. However, the enrollment does reflect the demographics of the current DOC population eligible to participate in the program. As such, the student population is appropriately representative of the individuals in custody being served rather than the broader district student body.
Review Results	

	Action	■ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	The program review supports continuing the Basic Automotive Technology DOC Program with minor improvements due to overall strong performance in meeting program outcomes, consistent student success in achieving course objectives, and stable enrollment within the Department of Corrections pipeline. While a few areas for enhancement were identified—such as exploring Pell eligibility and increasing industry engagement—these do not significantly impact program quality or viability. Continued incremental improvements will help strengthen long-term effectiveness and alignment with workforce needs.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Review program review process and data collection** - begin Fall 2026; ongoing through next review cycle a. Review program CIP codes through ICCB to ensure all degree/certificates within the automotive programs are aligned correctly b. Review SOC codes and workforce labor data for inclusion of accurate job roles for designated program c. Review course listings aligned with the program to ensure accuracy; utilize updated lists to pull accurate tuition/fee income and total credit hour data d. Define specific expenses for individual program; such as separation of faculty salary for classes/stipends outside of the designated program; allowing more accurate representation of program net income e. Identify specific financial areas of reimbursement from the DOC Perkins funds. f. Collaborate with the Advising Office to identify certificate students and ensure appropriate enrollment in certificate programs to improve accuracy of completer data collection and reporting 2. **Expand Advisory Board Connections** - ongoing a. Include DOC Automotive Instructors and DOC Director of Education in the on-campus Automotive Advisory Board b. Encourage collaboration with on-campus and DOC instructors and industry partners 3. **Review Program Pell Eligibility** - begin Spring 2027 a. Conduct Pell eligibility feasibility review – Evaluate whether the Department of Corrections Automotive Technology Program meets federal requirements for Pell Grant eligibility,

		including instructional delivery model, student eligibility criteria, and compliance considerations. b. Consult with institutional and financial aid leadership – Engage Financial Aid, Academic Affairs, and compliance stakeholders to determine regulatory pathways, potential barriers, and required program modifications for Pell implementation. c. Develop an implementation and sustainability plan – If deemed eligible, outline the steps, timeline, and resource needs to transition the program toward Pell funding, including documentation, reporting requirements, and communication with DOC partners.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. No action steps required at this time.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	At this time, no significant equity or racial equity gaps have been identified that require targeted corrective action. As a result, there are no formal equity-specific action steps currently being implemented. However, the program continues to support equitable access through open eligibility within the Department of Corrections population and ongoing monitoring of student demographic and success data through the annual assessment and institutional review process. Any emerging disparities will be addressed through the established curriculum review and continuous improvement process.
	Resources Needed	At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, DOC Director of Education, the Department of Institutional Research & Reporting, the Finance Division, Vice President of Academic Affairs. Additional resources will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?	The Director of Education, with input from the program faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Review program review process and data collection** ○ Primary Responsibility: Department of Institutional Research & Reporting ○ Assistance: Program Faculty, Finance Division, Vice President of Academic Affairs 2. **Expand Advisory Board Connections**

		○ Primary Responsibility: Director of Education ○ Assistance: Program Faculty, Division Dean 3. **Review Program Pell Eligibility** ○ Primary Responsibility: Director of Education ○ Assistance: Division Dean, Finance Division, Vice President of Academic of Affairs

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2022-2026

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Early Childhood-Paraprofessional Option	AAS	60	13.1501	Early Childhood Teaching Assistant
Paraprofessional Educator Option (K-12)	AAS	61	13.1501	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

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

	the assessment tools and assignments provided in the Gateways Toolkit.
Past Program Review Action hat action was reported last time the program was reviewed? Were these actions completed?	In the last review the College reported that it would continue to align the ECE curriculum with Gateways. The goal was to achieve Level III and Level IV credentialing in FY2022. This goal was not achieved due to serious personal issues that the lead instructor and only full-time faculty member in ECE experienced. These issues have been ongoing and have interfered with administrative efforts to achieve Gateways Levels III and IV standing for the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kelly Alvarez, Lead Instructor, Early Childhood Education Rena Pate, Part-time Instructor, Education Dr. Penny McConnell, Dean of Liberal Arts & Library Services and Part-time Instructor, Education These individuals reviewed/revised course descriptions, syllabi, learning outcomes, topical outlines and assessment practices; analyzed student success data and assessment data; and designed plans for moving forward with Gateways credentialing and assessment practices.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Melissa Hollingsworth, Director of the DACC Child Development Center Dawn Nasser, Director of Enrollment and Academic Advisor, Education Stephane Potts, Transfer Articulation Coordinator

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The only pre-requisites for this program are students must have college level reading and writing skills. They can show they meet these requirements in many ways, including scores on: placement exams; the ACT, SAT16, or PARCC; high school cumulative GPA; and/or GED Language Arts score or a comparable score on another high school equivalency exam.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Early Childhood Paraprofessional AAS degree is 60 credit hours. The Early Childhood Teaching Assistant Certificate is 31 credit hours. This is because one of the options is a 4 credit hour course. Students have the option to take a different class for just 3 credit hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The labor market demand for paraprofessional educators, continues to be strong. With the statewide shortage of licensed teachers, many local school districts have had to hire substitute teachers with just an AAS as full-time employees to meet their staffing needs. Preference is often given to those who have an associate degree in education.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The Program Employment Projections for Vermilion County, Economic Development Region 2 (which encompasses Champaign, Douglas, Ford, Iroquois, Piatt and Vermilion) and the State of Illinois have been consistent for paraprofessional educators for the past five years and for the next five years. There continues to be a shortage.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Data are pulled from the Illinois Department of Employment Security at least annually and are often used in conjunction with Advisory Committee 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?)	Education classes that apply towards the paraprofessional AAS degrees are offered to high school students for dual credit through DACC's College Express program, which is discussed in greater detail in Section 3.6. Students often take the education classes not affiliated with ECE as traditional dual credit students. These classes are offered online, making them readily available to students still in high school. The College has an academic advisor assigned to all education majors, including paraprofessionals. The College also has an active Career Services office, which reaches out to prospective students throughout the region, as well as a full-time Recruiter. All career programs are routinely highlighted on the DACC website.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	All changes to the program must be reviewed by the College's Curriculum Committee, which meets monthly throughout the academic year and once in the summer. That committee must approve all course and programmatic changes before they go to the Academic Affairs Office and as required to the DACC Board of Trustees, IAI, ICCB, ISBE, HLC, and any other external entities.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	There are some changes occurring at the state level that will require some adjustments to this curriculum. DACC will ensure it is alignment with ISBE's Early Childhood Endorsement Grade Brand Revisions.
Indicator 2: **Cost Effectiveness** *(see ICCB and*	**Response**

system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The College reviews total income generated via tuition, fees and apportionment and then looks at expenses including salaries and benefits, instructional and office supplies, and technology. It also reviews enrollment numbers and credit hours. Enrollment in most CTE programs across campus is relatively low but sufficient to support a full-time faculty position. The costs for the Early Childhood Education program are within the range of other CTE programs offered in the Liberal Arts division. ECE brought in slightly less than it cost (-$19,729) while Criminal Justice brought in more (+$9,988) and Culinary Arts brought in much less (-$63,907). The program historically has been funded exclusively by the College, but the institution did use some of the ECACE grant funds to provide additional supports to the program, including some additional administrative costs, additional instructional costs due to increased enrollments, and additional resources for students.
2.2 What are the findings of the cost-effectiveness analysis?	Overall this is a cost effective program with almost all costs being related to faculty pay.
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.	This program is funded completely through the College's education fund. Occasionally Perkins funds are requested to purchase a specific piece of equipment or to provide funds for professional development.
2.4 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,	Students pay tuition and fees for this program, as they do for any other program offered by the institution. Students taking classes for dual credit pay a reduced tuition rate. The College does many things to assist students in overcoming financial barriers to participating. The Financial Aid office assists students with filing the FAFSA. The DACC Foundation awards thousands of dollars in scholarships each year, with at least three scholarships designated for students going into education, be it Early Childhood or K-12. The area high schools pay for the students to participate in College Express sections of education classes, resulting in

Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	no cost to students or their parents.
2.5 How will the college increase the cost- effectiveness of this program?	The College determined that it was not charging the area high schools enough for students participating in College Express. The formula being used had not been reviewed since the program started in 2004. The College has now negotiated a new rate effective FY27. This will have a positive impact on the cost of the ECE program to the institution without negatively impacting the students in the program.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	This review of program cost did not lead to the change discussed in section 2.5, but reviews of program cost for the previous year did lead to this action.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	In order to meet the needs of professionals working in the field and others who cannot attend traditional classes offered during the day, classes are also offered at night, one afternoon a week, online, and hybrid. Hybrid classes generally meet one afternoon or evening per month at times determined to meet the needs of the students in the classes. The College routinely gathers success rates for all classes by section and compares success rates across delivery systems. The information is shared with the appropriate dean, instructors, and other relevant individuals each semester and at the end of each academic year. The College pays close attention to the success rates of students taking the courses for dual credit as part of the College Express program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Division deans are required to complete an evaluation for every full-time faculty member annually. In those evaluations they look at each of the elements identified in this section. Program quality, relevance and contextualization are relatively easy to evaluate. Culturally response instruction is more challenging. Deans usually look to the evaluations the students have completed for their instructors. There are several questions on that tool that speak directly to diversity and inclusiveness. The student responses to these questions provide a good indicator if an instructor is/is not being culturally responsive to the students.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the	The AAS degrees and certificate in the Paraprofessional Program are part of a Program of Study as defined by Perkins V and approved by the ICCB. It is a coordinated,

ICCB? If yes, describe any strengths or challenge to program of study implementation.	non-duplicative sequence of academic and technical courses. It meets the general education requirements established by the State for a CTE program, including 15 hours in general education courses and a minimum of 45 hours in education courses specifically. Students in the program complete extensive hours observing at and interacting with the children at the DACC Child Development Center or other approved site, to gain employability skills. The curriculum is aligned with NAEYC standards and is credentialed with Gateways. Currently students can earn a certificate and then an AAS. Efforts are underway at the state level to make it easier for students with the AAS to transfer the degree to four-year institutions offering a four-year ECE degree. DACC is actively engaged in developing 2+2 agreements with these schools.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The Paraprofessional Program aligns with the skill needs of the industry as indicated by the labor market data discussed in section 1. Local employers serve on the advisory committee for the Program, and the curriculum aligns with NAEYC and Gateways standards. Students in the program are prepared to complete a certificate, an AAS, and a BS in the discipline and have the skills to obtain employment in the field. An academic counselor is assigned to all education programs, and students in the program are encouraged to work with this counselor throughout their time at DACC. The program includes 15 hours of general education and 45 hours plus of coursework specific to education and offers work-based learning opportunities. Students must complete many observation/interaction hours at the DACC Child Development Center or other approved site and they must complete an internship or practicum at the end of the program. Students at DACC also have the opportunity to work in the Child Development Center as student employees, thus gaining more real life experience. The DACC Career Services office works closely with all students, including education students, to assist them with job placement. The College even hosts a Clothes Closet where students can get professional clothing for interviews. Classes are offered at times and via various modalities that make it possible for working professionals to complete their degree. Students can complete coursework as dual credit students while still in high school to get a jump start on their education. Being Gateways credentialed will provide another way students can accelerate their program completion.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	DACC was probably the last community college in Illinois to become Gateways credentialed and is currently the last to be credentialed at just Level II. The delay in reaching Levels III and IV is due to some traumatic personal events that caused the faculty and staff to start/stop, start/stop the process several times. The College continues to participate in ECACE acitivites and is a participant in GYO-IL.
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 College Express program offers dual credit for high school juniors and seniors in sixteen career/technical programs that lead to a CTE AAS and/or certificate. These classes are offered daily on the DACC campus during the morning or afternoon. Students register for these classes at their high school. They can earn up to 12 credit hours in their program and all costs are borne by the high school. The education courses are Guiding Children, Creative Learning Experiences, Children's Literature, and Math/Science for Young Children. All four courses apply towards the Early Childhood Child Care Option AAS, the Early Childhood Teaching Certificate, the Early Childhood Paraprofessional AAS, and the Paraprofessional Educator Option (K-12) AAS. All high schools in the district, as well as some outside the district, participate in the College Express Program, High school students can also take other education courses for dual credit as approved by their high schools, such as The Nature of the Teaching Profession, Child Development and Education of the Exceptional Child. The costs for these courses would be borne by the students and/or their parents but could be offset with scholarships. High school students are eligible to apply for scholarships through the DACC Foundation, which awards over half a million dollars in scholarships every year.
3.7 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?	As stated in previous sections of this report, students taking education classes must complete many observation/interaction hours at the DACC Child Development Center or other approved site as part of their course work. It is during these hours they meet and work with the children, and this is where they get "hooked." This is where they apply what they are learning in their classes and find out what works and what doesn't. There is no substitute for actually working with the children, so this is undoubtedly one of the best things about this program. The only way it could be improved would be to provide more hours for observation/interaction, but, in reality, the students do not have more time themselves to devote to this.

3.8 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).	NA
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	NA
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?	DACC has transfer curriculum guides in place with Eastern, Illinois State, Indiana State, Southern Illinois University Carbondale, University of Illinois, and Western Illinois University for Education/Early Childhood Education. The focus is on students preparing to teach in the public schools, not on those planning to work in child care centers. The colleges named do not all accept the entire AAS degrees. With the passage of House Bill 2878 four-year institutions are required to accept the entire AAS in Early Childhood Education from community colleges with some restrictions. Several require the program to be credentialed with Gateways at Level IV. This is why it is so critical that the DACC program complete the requirements for this.
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?	Partnering with Gateways and continuing to work with the ECACE have definitely helped improve the quality of the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The Dean has been actively involved with GYO-IL since the last review. The overarching goal of that initiative has been to increase the number and percentage of educators K-12 who are from traditionally underrepresented groups, particularly Black and Hispanic.

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	In previous years full- and part-time faculty teaching education courses participated in professional development activities sponsored by ICCB, Illinois Network of Childcare Resource and Referral Agencies (INCRRA), and NAEYC. They will continue to participate in webinars, trainings, and other professional development opportunities provided by these organizations. Assessing program outcomes is a primary area of interest/concern.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	All employees of the College must participate in DEI training annually. While the training is not specific to this discipline, the concepts apply to everyone.
3.17 What is the status of the current technology and equipment used for this program?	Classrooms are equipped with state-of- the-art computers, projectors, and smart screens. The College uses Canvas as its LMS for all programs and there is a Canvas shell for every class every semester that must be populated with specific information to be prepared in case of an emergency. IPads are available for students to use when completing assignments/projects in the Child Development Center. A HyFlex system was purchased with ECACE grant funds to provide an additional learning opportunity for students in ECE.
3.18 What assessment methods are used to ensure student success?	The College has been committed to student success for over a decade and has developed an extensive assessment process that links course, program and institutional outcomes. Standard rubrics have been developed for all outcomes and each academic year specific outcomes are assessed across all courses, program, and the institution. Individual programs decide what outcome to assess that year and which particular assignment or task linked to the specified outcome will be assessed. The rubrics are completed for each student's assignment in the courses associated with the outcome being assessed either fall or spring semester. An assigned instructor uses the data gathered via the rubrics to write a program assessment report, identifying changes that will be made based on the assessment data. The following year the change is assessed and a "Closing the Loop" report is completed
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Course and program level results are shared with the appropriate dean and faculty members. The results are aggregated in a number of ways that are useful to the larger institution. For example, results are aggregated as all CTE program, all transfer programs, all first-year students, all second year students, etc. Because the rubrics are identified by students' ID numbers, the information can be disaggregated by age, gender, race, socio-economic status, etc. This has been especially helpful in identifying gaps in student
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	Assessment data is used to inform the program. Sometimes the data suggest the student learning outcome is being met and no changes need to be made. In FY 23 for example the lead instructor wanted to see how proficient her students were using technology, specifically PowerPoint because it is a useful tool in

information gained from the assessment to improve your program and students learning?)	the classroom. She provided the students with instruction on how to use PowerPoint and gave them the assignment to create a PowerPoint presentation to share with the class. Each student was expected to follow the format given in class and share useful information from their references. She assessed the students in a face-to-face class and the students in an online class. Using a standardized rubric she determined that both classes met the established goal of 80% or higher. However, 100% of the students in the face-to-face class were competent or higher, whereas only 88% of the students in the online class were competent. The instructor determined that she did not need to spend more time on this topic moving forward but would continue to monitor it.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students entering employment say the program prepared them well. The emphasis put on observing and interacting with children as part of the coursework and the practicum/internship at the end of the program required them to do what they would be required to do when entering the workforce.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committee involvement is vital to the program. The members of the committee assure the curriculum is meeting the needs of all parties and continues to fulfill requirements of various entities. For example, Head Start has many requirements that other early child care providers do not have. The Public Health Department's rules and regulations change. Finding a time for everyone to meet has always been a challenge. One thing we all learned from COVID is that we can meet virtually if necessary and we can still accomplish a great deal that way.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the Advisory Committee, of course, and frequently hire DACC graduates. They often serve as sites for students completing observation/interaction hours and for students completing the internship/practicum. Often students are currently employed at one of the centers while they are completing their course work. The College has frequently offered specific classes at specific times to meet the current needs of employers.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are satisfied with how well the program prepares students, but they continue to express concerns about the work habits of individuals entering the workforce. This is a common issue across all sectors. The program continues to work on the importance of class attendance (modeling work attendance), being prepared for class, etc.
3.25 What are the program's strengths?	DACC's Early Childhood Teaching Assistant and Paraprofessional educator's program are well established and respected throughout the community. The full-time instructor, herself once a teacher at the DACC Child Development Center, is closely connected with the local early childhood providers and is aware of their needs. One of the part-time instructors recently retired after two decades

	of service to District 118 in Danville. The program is aligned with the NAEYC guidelines and is now credentialed with Gateways at Level II. Steps are in place to attain Levels III and IV. The program works closely with the director and staff at the DACC Child Development Center, which serves as a lab school for education students, as well as with area schools, where students complete observation/interaction hours and the internship.
3.26 What are the identified or potential weaknesses of the program?	While there is a strong need for early childhood educators and paraprofessional to work in the schools, individuals working in the field do not necessarily have to have a degree in the discipline. There is little incentive for a student to complete the entire program with its emphasis on completing observation and interaction hours at the Child Development Center or other approved facility. The requirement is usually just that the individual have a degree in something with a few hours in education or have successfully passed a basic skills test.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	This review re-emphasized the need to get DACC's Early Childhood Education program credentialed at Level IV with Gateways. It also reinforced administrative leadership's commitment to working with GYO-IL.

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

Two of the biggest challenges in providing a program for paraprofessional educators are that students don't need the degree to get a position in the field, and they don't get paid enough as working professionals to make it worth their time or money to complete the degree. Providers often work two jobs and there is a high turnover in the field. A national shortage of qualified early childhood educators resulted in a great deal of attention being focused on these challenges. Much effort has gone into making programs more accessible for students but there has been a more limited effort to improving the wages for those working in the field.

An internal barrier is there is only one full-time instructor for Early Childhood Education classes and two part-time instructors for education courses outside of ECE. It would be helpful to have a full-time instructor who could devote the needed time to the curriculum for students wanting to work in the public school system. There are not enough students, however, to justify another full-time position.

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	Early Childhood Education – Child Care Option AAS Early Childhood – Paraprofessional Option AAS Education: Paraprofessional Educator Option (K-12) AAS Early Childhood Education Teaching Assistant Certificate
CIP Code	19.1709

	13.1501 13.1501 19.0709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	18	22	48	34
Number of Completers	3	4	9	19	17
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 enrollment data was disaggregated by gender, race, Pell eligibility, disability status, and age. Gender was consistent across all five years being primarily 90-100% female. Enrollment in terms of race showed some variance. The first year under review the students were primarily white (68.75%) followed by black (25%) and unknown (6.25%). There were no Hispanic students. In the second through fifth years, the black and Hispanic students increased significantly with almost 40% minority in year 2, 55% minority in year 3, 42% minority in year 4, and 52% minority in year 5. The percentage of students who received Pell grants was consistent across the first four years reviewed (62.5%, 61%, 3%, and 68.75 %) but only 50% in year 5. The number of students with disabilities was consistent with 3 in each of the first three years, 6 in the fourth year, and 4 in the fifth year. The number of students under age 20 was consistent years 2 through 4 (16.67%, 18.18%, and 20.83%). But the numbers between 20 and 25 and over 25 fluctuated (62.5%/37.5%; 27.78%/55.56%; 18.18%/63.64%; 35.45%/43.75%, 44.12%/52.94%).				
How does the data support the program goals? Elaborate.	The biggest changes were in years 3 and 4 when the College had the ECACE grant. It was able to provide more supports and services to incumbent workers, which contributed to the higher percentage of minority and older students.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Disaggregated data was provided for enrollment only. The College IR office needs to disaggregate the data in relationship to course completion and program completion as well in order to identify gaps.				
What is the college doing to overcome any identified gaps? If	The request has been made to include additional disaggregated data so those completing program reviews can identify gaps.				

nothing is currently being done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	There is a much higher percentage of female students in this program than in the total student population. That is to be expected because of the discipline.
Are the students served in this program representative of the district population? Please explain.	As with the student population, there is a much higher representative of female students in this program than in the district population. While we would welcome more males, it is not a discipline that generally appeals to them.
Review Results	
Action	xContinued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Paraprofessional curriculum appears to be current and vital. The program is moving in the right direction in terms of identifying its outcomes and finding better ways to assess how well it is meeting them. The College has disaggregated the data so it knows the demographics of the students in the program but it has not identified who actually completes the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The College will continue to align the education curriculum with Gateways and pursue Level III and Level IV credentialing. The College will continue to align its education program assessment activities with the institutional assessment process while using Gateways assessment tools/activities when appropriate to measure how well the ECE program outcomes are being achieved. The College will begin disaggregating the data in regards to the students who complete the program, not just in regards to the students who are in the program, to see if there are gaps. The College will articulate education classes with the revived education panel with IAI and will continue to work with ECACE and GYO-IL.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will be better able to determine if the program outcomes are being met when we can determine if there are course and program completion gaps based on gender, race, ethnicity, PELL status, disability status, and age.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	We will be better able to determine if there are performance and equity gaps based on race when we have disaggregated data for course completion, and program completion.
Resources Needed	Continued access to Gateways professionals. Professional development funds to participate in Webinars, local conferences, etc. Continued participation in ECACE and GYO-IL.
Responsibility Who is responsible for completing or implementing the modifications?	Lead instructor Early Childhood Education Part-time Instructors Education Dean of Liberal Arts Vice-President of Academic Affairs

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY2022-2026

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Early Childhood Education: Childcare Option	AAS	61	19.0709	Early Childhood Teaching Assistant

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Upon completion of the program, students will be able to: - Apply the appropriate verbal and nonverbal communication strategies. - Plan curricula, taking into consideration cultural differences and abilities. - Design experiences that promote positive development and meaningful learning for all children. - Evaluate curricula based upon current research on teaching and learning. - Produce classroom guidelines and rules that promote supportive interactions among the children, between the children and the teachers, and with their families and the communities.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The College has a robust assessment process. Every student learning outcome in a course is linked to one of the program learning outcomes. Each program learning outcomes is linked to one of the College's General Education Outcomes. Each year academic programs decide which General Education Outcome they want to assess and which program and course outcomes are linked to it. A standardized rubric is used for all courses/outcomes and the results are housed in Watermark. From there individual faculty members, program chairs, and administrators can review the data.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	In the last review the College reported that it would continue to align the ECE curriculum with Gateways. The goal was to achieve Level III and Level IV credentialing in FY2022. This goal was not achieved due to serious personal issues that the lead instructor and only

	full-time faculty member in ECE experienced. These issues have been ongoing and have interfered with administrative efforts to achieve Gateways Levels III and IV standing for the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kelly Alvarez, Instructor, Early Childhood Education Rena Pate, Part-time Instructor, Early Childhood Education Dr. Penny McConnell, Dean of Liberal Arts & Library Services and Part-time Instructor, Early Childhood Education These individuals reviewed course descriptions, syllabi, learning outcomes, topical outlines, and assessment practices; analyzed student success data and assessment data. They developed plan for moving forward with Gateways III and IV credentialing and a plan for bringing the ECE curriculum in alignment with new requirements established by the State of Illinois, ICCB, and IBHE.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Melissa Hollingsworth, Director of DACC Child Development Center Dawn Nasser, Director of Advisement and Academic Advisor, Early Childhood Education Stephane Potts, Transfer Articulation Coordinator These individuals reviewed the curriculum and student completion data to verify that what is being offered meets the needs of employers and external credentialing bodies and the students completing the program are sufficient in number to meet labor market needs.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The only pre-requisites for this program are students must have college level reading and writing skills. They can show they meet these requirements in many ways, including scores on: placement exams; the ACT, SAT16, or PARCC; high school cumulative GPA; and/or GED Language Arts score or a comparable score on another high school equivalency exam.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Early Childhood Certificate is 31 credit hours and the AAS is 61 credit hours. Faculty and administration reviewed two options, either of which could reduce the credit hours to 30 and 60, respectively. The first was the Creative Learning class, which is 4 credit hours. The question was could it be reduced to 3 instead? It was determined it would be best for the students to leave the class at 4 credit hours because of the time students needed to spend for all of the projects required. The second option was could the College reactivate an education class that had been withdrawn Health Nutrition and Safety (3 credit hours). Currently students

	take two classes, Health and Nutrition (2 credit hours) and First Aid and Personal Safety (2 credit hours). It was decided this second option should be pursued. Due to serious personal issues with the lead instructor that change has been on hold but is still in the plan.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The labor market demand for Early Childhood Education continues to be strong. Area child care service providers and members of the Early Childhood Advisory Committee indicate an on-going need to educate childcare workers in the field in order to meet state and federal guidelines. All teachers in Head Start facilities must have a minimum of an Associate's Degree and directors must have at least a Bachelor's degree. In addition, with the statewide shortage of licensed teachers, many local school districts have had to hire substitute teachers with just an AAS as full-time employees to meet their staffing needs. Preference is often given to those who have an associate degree in Early Childhood Education, especially in K-4 classrooms. There continues to be a critical need for early childcare throughout the state.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained stable over the past five years and is projected to remain the same for the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Data are pulled from the Illinois Department of Employment Security, Economic Development Region 2, which consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties. They are reviewed annually in conjunction with the Advisory Committee meeting.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Early Childhood Education classes are offered to high school students via the College Express program, which is explained in greater detail in Section 3.6. College Express provides a direct pipeline. The College has an active Career Services office that reaches out to prospective students and a full-time Recruiter. DACC's close relationship with the American Job Center assures the program is shared with prospective individuals there. All career programs are routinely highlighted on the College website.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	All changes to the program must be reviewed by the College's Curriculum Committee, which meets monthly throughout the academic year and once in the summer. That committee must approve all course and programmatic changes before they go to the Academic Affairs Office and as required to the DACC Board of Trustees, IAI, ICCB, ISBE, HLC, and any other external entities.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review underscored what had already been identified as needs of the program. Gateways Credentials III and IV still need to be attained. Also other changes need to be made to the curriculum to bring it into alignment with new requirements being established by the ECACE. Examples include changing course titles and or descriptions to meet ECACE requirements, verifying the College's procedures for awarding credit for prior learning align with ECACE's most recent standards , etc.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The College reviews total income generated via tuition, fees and apportionment and then looks at expenses including salaries and benefits, instructional and office supplies, and technology. It also reviews enrollment numbers and credit hours. Enrollment in most CTE programs across campus is relatively low but sufficient to support a full-time faculty position. The costs for the Early Childhood Education program are within the range of other CTE programs offered in the Liberal Arts division. ECE brought in slightly less than it cost (-$19,729) while Criminal Justice brought in more (+$9,988) and Culinary Arts brought in much less (-$63,907). The program historically has been funded exclusively by the College, but the institution did use some of the ECACE grant funds to provide additional supports to the program, including some additional administrative costs, additional instructional costs due to increased enrollments, and additional resources for students.
2.2 What are the findings of the cost-effectiveness analysis?	Overall this is a cost effective program with almost all costs being related to faculty pay.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is funded completely through the College's education fund. Occasionally Perkins funds are requested to purchase a specific piece of equipment or to provide funds for professional development.

2.4 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)	Students pay tuition and fees for this program, as they do for any other program offered by the institution. The College does many things to assist students in overcoming financial barriers to participating. The Financial Aid office assists students with filing the FAFSA. The DACC Foundation awards thousands of dollars in scholarships each year, with at least two scholarships offered specifically to students in Early Childhood Education and another scholarship offered to students going into education in general. The area high schools pay for the students to participate in College Express sections of Early Childhood Education, resulting in no cost to students or their parents.
2.5 How will the college increase the cost- effectiveness of this program?	The College determined that it was not charging the area high schools enough for students participating in College Express. The formula being used had not been reviewed since the program started in 2004. The College has now negotiated a new rate effective FY27. This will have a positive impact on the cost of the ECE program to the institution without negatively impacting the students in the program.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	This review of program cost did not lead to the change discussed in section 2.5, but reviews of program cost for the previous year did lead to this action.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	In order to meet the needs of professionals working in the field and others who cannot attend traditional classes offered during the day, ECE courses are taught in a variety of ways. Classes are taught during the day, at night, one afternoon a week, online, and hybrid. Hybrid classes generally meet one afternoon or evening per month at times determined to meet the needs of the students in the classes. The College routinely gathers success rates for all classes by section and compares success rates across delivery systems. The information is shared with the appropriate dean, instructors, and other relevant individuals each semester and at the end of each academic year. The College pays close attention to the success rates of students taking the courses for dual credit as part of the College Express program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Division deans are required to complete an evaluation for every full-time faculty member annually. In those evaluations they look at each of the elements identified in this section. Program quality, relevance and contextualization are relatively easy to evaluate. Culturally response instruction is more challenging. Deans usually look to the evaluations the students have completed for their

	instructors. There are several questions on that tool that speak directly to diversity and inclusiveness. The student responses to these questions provide a good indicator if an instructor is/is not being culturally responsive to the students.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Early Childhood Education Program is part of a Program of Study as defined by Perkins V and approved by the ICCB. It is a coordinated, non-duplicative sequence of academic and technical courses. It meets the general education requirements established by the State for a CTE program, including 15 hours in general education courses and a minimum of 45 hours in early childhood education courses specifically. Students in the program complete extensive hours observing at and interacting with the children at the DACC Child Development Center or other approved site, to gain employability skills. The curriculum is aligned with NAEYC standards and is credentialed with Gateways. Currently students can earn a certificate and then an AAS. Efforts are underway at the state level to make it easier for students with the AAS to transfer the degree to four-year institutions offering a four-year ECE degree. DACC is actively engaged in developing 2+2 agreements with these schools.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The ECE Program aligns with the skill needs of the industry as indicated by the labor market data discussed in section 1. Local employers serve on the advisory committee for the Program, and the curriculum aligns with NAEYC and Gateways standards. Students in the program are prepared to complete a certificate, an AAS, and a BS in the discipline and have the skills to obtain employment as teachers and directors in the field. An academic counselor is assigned to all education programs, including ECE, and students in the program are encouraged to work with this counselor throughout their time at DACC. The program includes 15 hours of general education and 45 hours plus of coursework specific to early childhood education and offers work-based learning opportunities. Students must complete many observation/interaction hours at the DACC Child Development Center or other approved site and they must complete an internship or practicum at the end of the program. Students at DACC also have the opportunity to work in the Child Development Center as student employees, thus gaining more real life experience. The DACC Career Services office works closely with all students, including ECE students, to assist them with job placement. The College even hosts a Clothes Closet where students can get professional clothing for interviews. Classes are offered at times and via various modalities that make it possible for working professionals to complete their degree. Students can

	complete coursework as dual credit students while still in high school to get a jump start on their education. Being Gateways credentialed will provide another way students can accelerate their program completion.
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?	DACC actively participated in the ECACE from 2021-2024. The Dean has remained actively engaged with the consortium since the end of the grant and has routinely implemented the recommendations made by ECACE .
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 College Express program offers dual credit for high school juniors and seniors in sixteen career/technical programs (including ECE) that lead to a CTE AAS and/or certificate. These classes are offered daily on the DACC campus during the morning or afternoon. Students register for these classes at their high school. They can earn up to 12 credit hours in their program and all costs are borne by the high school. The ECE courses are Guiding Children, Creative Learning Experiences, Children's Literature, and Math/Science for Young Children. All four courses apply towards the Early Childhood Child Care Option AAS, the Early Childhood Teaching Certificate, the Early Childhood Paraprofessional AAS, and the Paraprofessional Educator Option (K-12) AAS. All high schools in the district, as well as some outside the district, participate in the College Express Program, High school students can also take other courses in the ECE Program for dual credit as approved by their high schools. These would include all of the general education classes required for the program, as well as additional discipline specific courses, such as The Nature of the Teaching Profession, Child Development and Education of the Exceptional Child. The costs for these courses would be borne by the students and/or their parents but could be offset with scholarships. High school students are eligible to apply for scholarships through the DACC Foundation, which awards over half a million dollars in scholarships every year.
3.7 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	As stated in previous sections of this report, students taking ECE classes must complete many observation/interaction hours at the DACC Child Development Center or other approved site as part of their course work. It is during these hours they meet and work with the children, and this is where they get "hooked" on ECE. This is where they apply what they are learning in their classes and find out what works and what doesn't. There is no substitute for actually working with the children, so this is undoubtedly one

opportunities be improved?	of the best things about this program. The only way it could be improved would be to provide more hours for observation/interaction, but, in reality, the students do not have more time themselves to devote to this.
3.8 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).	NA
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	NA
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?	DACC has transfer curriculum guides in place with Eastern, Illinois State, Indiana State, Southern Illinois University Carbondale, University of Illinois, and Western Illinois University for Education/Early Childhood Education. The focus is on students preparing to teach in the public schools, not on those planning to work in child care centers. The colleges named do not accept the entire AAS degree.
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?	Participation in ECACE has increased the quality of this program immensely and continues to do so. Thanks to the work at the state level 4-year institutions are much more willing to work with 2-year programs. DACC needs to capitalize on this by fulfilling the requirements to be credentialed at Levels III and IV with Gateways.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Again, the partnership with ECACE has helped the College improve on its efforts to advance equitable access and outcomes for Early Childhood Education. The College has partnered with GYO-IL to increase access and outcomes for individuals going into teaching, and this includes

	those going into ECE within the K-12 system.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	In previous years full- and part-time faculty in Early Childhood Education participated in professional development activities sponsored by ICCB, Illinois Network of Childcare Resource and Referral Agencies (INCRRA), and NAEYC. They will continue to participate in webinars, trainings, and other professional development opportunities provided by these organizations. Assessing program outcomes is a primary area of interest/concern.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	All employees of the College must participate in DEI training annually. While the training is not specific to this discipline, the concepts apply to everyone.
3.17 What is the status of the current technology and equipment used for this program?	Classrooms are equipped with state-of- the-art computers, projectors, and smart screens. The College uses Canvas as its LMS for all programs and there is a Canvas shell for every class every semester that must be populated with specific information to be prepared in case of an emergency. IPads are available for students to use when completing assignments/projects in the Child Development Center. A HyFlex system was purchased with ECACE grant funds to provide an additional learning opportunity for students in ECE.
3.18 What assessment methods are used to ensure student success?	The College has been committed to student success for over a decade and has developed an extensive assessment process that links course, program and institutional outcomes. Standard rubrics have been developed for all outcomes and each academic year specific outcomes are assessed across all courses, program, and the institution. Individual programs decide what outcome to assess that year and which particular assignment or task linked to the specified outcome will be assessed. The rubrics are completed for each student's assignment in the courses associated with the outcome being assessed either fall or spring semester. An assigned instructor uses the data gathered via the rubrics to write a program assessment report, identifying changes that will be made based on the assessment data. The following year the change is assessed and a "Closing the Loop" report is completed.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Course and program level results are shared with the appropriate dean and faculty me aggregated in a number of ways that are useful to the larger institution. For example, CTE program, all transfer programs, all first-year students, all second year students, identified by students' ID numbers, the information can be disaggregated by age, gen status, etc. This has been especially helpful in identifying gaps in student learning.

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment data is used to inform the program. Sometimes the data suggest the student learning outcome is being met and no changes need to be made. In FY 23 for example the lead instructor wanted to see how proficient her students were using technology, specifically PowerPoint because it is a useful tool in the classroom. She provided the students with instruction on how to use PowerPoint and gave them the assignment to create a PowerPoint presentation to share with the class. Each student was expected to follow the format given in class and share useful information from their references. She assessed the students in a face-to-face class and the students in an online class. Using a standardized rubric she determined that both classes met the established goal of 80% or higher. However, 100% of the students in the face-to-face class were competent or higher, whereas only 88% of the students in the online class were competent. The instructor determined that she did not need to spend more time on this topic moving forward but would continue to monitor it.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students entering employment say the program prepared them well. The emphasis put on observing and interacting with children as part of the coursework and the practicum/internship at the end of the program required them to do what they would be required to do when entering the workforce.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committee involvement is vital to the program. The members of the committee assure the curriculum is meeting the needs of all parties and continues to fulfill requirements of various entities. For example, Head Start has many requirements that other early child care providers do not have. The Public Health Department's rules and regulations change. Finding a time for everyone to meet has always been a challenge. One thing we all learned from COVID is that we can meet virtually if necessary and we can still accomplish a great deal that way.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the Advisory Committee, of course, and frequently hire DACC graduates. They often serve as sites for students completing observation/interaction hours and for students completing the internship/practicum. Often students are currently employed at one of the centers while they are completing their course work. The College has frequently offered specific classes at specific times to meet the current needs of employers.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are satisfied with how well the program prepares students, but they continue to express concerns about the work habits of individuals entering the workforce. This is a common issue across all sectors. The program continues to work on the importance of class attendance (modeling work attendance), being prepared for class, etc.

3.25 What are the program's strengths?	The Early Childhood Education Program is well established and respected throughout the community. The full-time instructor, herself once a teacher at the DACC Child Development Center, is closely connected with the local early childhood providers and is aware of their needs. The program is aligned with the NAEYC guidelines and is now credentialed with Gateways at Level II. Steps are in place to attain Levels III and IV. The program works closely with the director and staff at the DACC Child Development Center, which serves as a lab school for the Early Childhood Education students.
3.26 What are the identified or potential weaknesses of the program?	While there is a strong need for early childhood educators, individuals working in the field do not necessarily have to have a degree in the discipline. There is little incentive for a student to complete the entire program with its emphasis on completing observation and participation hours at the Child Development Center or other approved facility. The rate of pay for professionals in the field continues to be low. This is not a weakness of the program itself but a barrier the program has to overcome.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The big concern continues to be that our program is not credentialed at Levels III and IV with Gateways. The expectation that the program achieve this has been clearly shared with the lead faculty member.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Our continued involvement with ECACE is critical to continuous improvement in this program.

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	Early Childhood Education -Child Care Option AAS Early Childhood – Paraprofessional Option AAS Paraprofessional Educator Option (K-12) AAS Early Childhood Teaching Assistant Certificate				
CIP Code	19.1709 13.1501 13.1501 19.0709				
	Yea	Year 2	Year 3	Year 4	Year 5

	r 1				
Number of Students Enrolled	16	18	22	48	34
Number of Completers	3	4	9	19	17
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 enrollment data was disaggregated by gender, race, Pell eligibility, disability status, and age. Gender was consistent across all five years being primarily 90-100% female. Enrollment in terms of race showed some variance. The first year under review the students were primarily white (68.75%) followed by black (25%) and unknown (6.25%). There were no Hispanic students. In the second through fifth years, the black and Hispanic students increased significantly with almost 40% minority in year 2, 55% minority in year 3, 42% minority in year 4, and 52% minority in year 5. The percentage of students who received Pell grants was consistent across the first four years reviewed (62.5%, 61%, 3%, and 68.75 %) but only 50% in year 5. The number of students with disabilities was consistent with 3 in each of the first three years, 6 in the fourth year, and 4 in the fifth year. The number of students under age 20 was consistent years 2 through 4 (16.67%, 18.18%, and 20.83%). But the numbers between 20 and 25 and over 25 fluctuated (62.5%/37.5%; 27.78%/55.56%; 18.18%/63.64%; 35.45%/43.75%, 44.12%/52.94%).
How does the data support the program goals? Elaborate.	The biggest changes were in years 3 and 4 when the College had the ECACE grant. It was able to provide more supports and services to incumbent workers, which contributed to the higher percentage of minority and older students.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Disaggregated data was provided for enrollment only. The College IR office needs to disaggregate the data in relationship to course completion and program completion as well in order to identify gaps.
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.	The request has been made to include additional disaggregated data so those completing program reviews can identify gaps.

Are the students served in this program representative of the total student population? Please explain.	There is a much higher percentage of female students in this program than in the total student population. That is to be expected because of the discipline.
Are the students served in this program representative of the district population? Please explain.	As with the student population, there is a much higher representative of female students in this program than in the district population. While we would welcome more males, it is not a discipline that generally appeals to them.
Review Results	
Action	XContinued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The ECE curriculum continues to be current and vital. The program is moving in the right direction in terms of identifying its outcomes and finding better ways to assess how well it is meeting them. The College has disaggregated the data so it knows the demographics of the students in the program but it has not identified who actually completes the program. Completion numbers are provided for each course in the program, but none of the data has been disaggregated so we can determine if there are gaps based on gender, race, ethnicity, PELL status, disability status or age. This was apparent with the previous review, but the institution still has not taken steps to provide anything more than number of completers with no disaggregated data. This omission could be due to a change in leadership in the IR department.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The College will continue to align the ECE curriculum with Gateways and pursue Level III and Level IV credentialing. The College will continue to align its ECE program assessment activities with the institutional assessment process while using Gateways assessment tools/activities as identified in the credentialing process to measure how well the ECE program outcomes are being achieved. Efforts will be made to get the College to disaggregate the data in regards to the students who complete the program, not just in regards to the students who are in the program, to see if there are gaps. This is critical to ensure the program is producing graduates who are representative of the students in early childhood settings. The College will ensure it is in alignment with ISBE's Early Childhood Endorsement Grade

	Brand Revisions.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will be better able to determine if the program outcomes are being met when we can determine if there are course and program completion gaps based on gender, race, ethnicity, PELL status, disability status, and age.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	We will be better able to determine if there are performance and equity gaps based on race when we have disaggregated data for course completion, and program completion.
Resources Needed	Continued access to Gateways professionals. Professional development funds to participate in Webinars, local conferences, etc. Continued participation in ECACE and GYO-IL.
Responsibility Who is responsible for completing or implementing the modifications?	Lead instructor Early Childhood Education Part-time Instructors Education Dean of Liberal Arts Vice-President of Academic Affairs

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Advanced Manufacturing	D	66	470303	Maintenance Mechanic, Advanced Maintenance Mechanic, Mechatronics

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's

	efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past Action items included: 1. Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners. (Every semester) 2. Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021). 3. Keeping current in technology (as funds are available).
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: • Kailie Kilgore: Director of Institutional Research & Reporting • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor of Business and Technology K. Kilgore provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

CTE Program Review Analysis

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

<table>
<tr><td>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</td><td>Pre-requisites or placement scores were not analyzed as part of this review.</td></tr>
<tr><td>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</td><td>Depending on which technical elective(s) a student chooses they could complete more than 60 hours.</td></tr>
<tr><td>Indicator 1: Need</td><td>Response</td></tr>
<tr><td>1.1 What is the labor market demand for the program?
Cite local and regional labor market information.</td><td>As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:
<table><tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr><tr><td>Industrial Engineering Technologists & Technicians</td><td>1.67%</td><td>0.39%</td></tr></table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2022-2032.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the Advanced Manufacturing program comes from the College Express program, incumbent workers, and displaced employees.
Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student</td></tr>
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<tr><td></td><td>services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</td></tr>
<tr><td>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</td><td>Program has expanded industry apprenticeship opportunities to include high school students participating in the College Express program, strengthening early workforce pathways. Continued emphasis has also been placed on recruitment and retention efforts, expanding partnerships with local high schools and industry, and ensuring alignment with current workforce demands.</td></tr>
<tr><td>Indicator 2:
Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</td><td>Response</td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Total program income consists of tuition, course fees, service income, and apportionment. This is compared to total expenses, including salaries and benefits, instructional and operational costs, and equipment.

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

The college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency to evaluate how to effectively allocate resources.

The following table displays the net income percent for the Manufacturing program for the past 5 years:

<table>
<tr><td>Fiscal Year</td><td>Credit Hours</td><td>Net Income Percent</td></tr>
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</td></tr>
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	2021	597	-49.0%
	2022	461	-62.5%
	2023	398	-69.8%
	2024	759	-46.2%
	2025	716	-68.2%
2.2 What are the findings of the cost-effectiveness analysis?	The primary costs to the institution associated with the Advanced Manufacturing program include our Manufacturing faculty salary and benefits package. This faculty member teaches courses in several areas and programs and shares responsibilities for this and other programs with multiple faculty members. Base salary/benefit costs for these instructors is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.		
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.		
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.		

2.5 How will the college increase the cost- effectiveness of this program?	There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is delivered primarily through traditional, in-person instruction with significant hand-on lab components. Select courses also incorporate hybrid elements, combining online theory with in-person lab experiences. In response to program review efforts, a limited number of courses have been offered in 8-week formats to improve flexibility and accelerate student progress. Early offerings have shown promise, particularly for motivated students and those balancing work and other commitments.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory

	Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Advanced Manufacturing program met Perkins V program of study requirements and was approved as a Perkins V program of study. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. DRAF 162 is currently offered through the College Express program. This course is 3 credit hours and provides students with early exposure to drafting and manufacturing-related concepts. Other certificates like CNC Machine Operator and Machine Tools Operator have more offerings for College Express students.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School

	Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	None are required.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes. The program offers apprenticeship and work-based learning opportunities through partnerships with local industry. Notably, Thyssenkrupp Crankshaft provides a youth apprenticeship program that allows students, including those in College Express, to gain hands-on industry experience while completing their coursework.
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.	There is no formal licensure required; however, students have the opportunity to earn several industry-recognized certifications, including Haas, OSHA, NIMS, and ToolingU. Student performance on these certification assessments has been strong, with pass rates exceeding 80%. Participation levels are currently limited, with an average of approximately 6 students per class attempting certification exams. Increasing student participation in industry credentialing remains an area of ongoing focus for the program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The programs has established new partnerships with key regional employers, including Thyssenkrup Crankshaft and Flex-N-Gate Family of facilities located in Urbana, Illinois along with Covington and Veedersburg, Indiana. These partnerships enhance program quality by supporting

What opportunities exist for other partnerships?	internship and apprenticeship opportunities, aligning curriculum with current industry needs, and strengthening employment pathways for graduates. Additional opportunities exist to further expand partnerships with regional manufacturers, increase advisory board engagement, and develop more structured work-based learning experiences.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The program is equipped with modern, industry-relevant technology that supports student learning and workforce preparation. Current equipment includes seven CNC metal cutting machines, a CNC laser, a CNC waterjet, and a FANUC industrial robot. This equipment reflects technologies commonly used in today's manufacturing environments and allows students to gain hands-on experience with advanced machining, fabrication, and automation systems. The program continues to pursue funding opportunities to maintain and update equipment as needed to stay aligned with evolving industry standards.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual

	assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Current curriculum revisions have been implemented to better align with industry needs and enhance student learning outcomes. For example, based on assessment data and employer feedback, updates have been made to the hydraulics and pneumatics coursework to incorporate additional focus on electronics and troubleshooting. These enhancements provide students with a more comprehensive skill set that reflects the increasing integration of mechanical and electrical systems in modern manufacturing and maintenance environments. The program continues to evaluate and adjust curriculum to ensure graduates are well-prepared for current workforce demands.
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?	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

How is employer satisfaction information collected?	practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None

Performance and Equity

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

CTE Program	Advanced Manufacturing				
CIP Code	470303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	7	7	13	9
Number of Completers	1	3	0	0	0
Other (Please identify)	FY2021	FY2022	FY2023	FY2024	FY2025
What disaggregated data was reviewed? If program enrollment is	Program data was disaggregated by gender, race, socioeconomic status, age, and disability status.				

low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The disaggregated data show students are all male for the years reviewed. Most of the students (80% - 100%) identify as white. The number of African American students ranged from 0% - 10%, and Hispanic students remained at 0%. The majority of students are over the age of 25, from 76.92% - 100% throughout the five years. Students age 20-25 ranged from 10% - 15.38%. In the years reported, the number of students under the age 20 has been 0% - 7.69%. During the five year span, the pell eligibility ratio has ranged from 0% in FY24 FY 25 to 14.29% in FY22 and FY23. No students required accommodations in the past 5 years.
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of high schools that we serve.
Review Results	

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing faculty member have agreed upon the following action steps/timeline: 1) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners (every semester). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
Resources Needed	Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community/interactions for the students to aid us with retention. Work with our College Express program, local high school and our industry partners Staying Current – As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Manufacturing Engineering Technology	D	65	150613	Machine Tool Operations CNC Machine Operator Quality Inspector

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's

	efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past Action items included: 1. Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners. (Every semester) 2. Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021). 3. Keeping current in technology (as funds are available).
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: • Kailie Kilgore: Director of Institutional Research & Reporting • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor of Business and Technology K. Kilgore provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

CTE Program Review Analysis

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

<table>
<tr><td>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</td><td>Pre-requisites or placement scores were not analyzed as part of this review.</td></tr>
<tr><td>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</td><td>Depending on which technical elective(s) a student chooses they could complete more than 60 hours.</td></tr>
<tr><td>Indicator 1: Need</td><td>Response</td></tr>
<tr><td>1.1 What is the labor market demand for the program?
Cite local and regional labor market information.</td><td>As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:
<table><tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr><tr><td>Industrial Engineering Technologists & Technicians</td><td>1.67%</td><td>0.39%</td></tr></table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2022-2032.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the Manufacturing program comes from the College Express program, incumbent workers, and displaced employees.
Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student</td></tr>
</table>

<table>
<tr><td></td><td>services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</td></tr>
<tr><td>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</td><td>Program has expanded industry apprenticeship opportunities to include high school students participating in the College Express program, strengthening early workforce pathways. Continued emphasis has also been placed on recruitment and retention efforts, expanding partnerships with local high schools and industry, and ensuring alignment with current workforce demands.</td></tr>
<tr><td>Indicator 2:
Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</td><td>Response</td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Total program income consists of tuition, course fees, service income, and apportionment. This is compared to total expenses, including salaries and benefits, instructional and operational costs, and equipment.

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

The college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency to evaluate how to effectively allocate resources.

The following table displays the net income percent for the Manufacturing program for the past 5 years:

<table>
<tr><td>Fiscal Year</td><td>Credit Hours</td><td>Net Income Percent</td></tr>
</table>
</td></tr>
</table>

	2021	597	-49.0%
	2022	461	-62.5%
	2023	398	-69.8%
	2024	759	-46.2%
	2025	716	-68.2%
2.2 What are the findings of the cost-effectiveness analysis?	The primary costs to the institution associated with the Manufacturing program include our Manufacturing faculty salary and benefits package. This faculty member teaches courses in several areas and programs and shares responsibilities for this and other programs with multiple faculty members. Base salary/benefit costs for these instructors is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.		
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.		
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.		

2.5 How will the college increase the cost- effectiveness of this program?	There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is delivered primarily through traditional, in-person instruction with significant hand-on lab components. Select courses also incorporate hybrid elements, combining online theory with in-person lab experiences. In response to program review efforts, a limited number of courses have been offered in 8-week formats to improve flexibility and accelerate student progress. Early offerings have shown promise, particularly for motivated students and those balancing work and other commitments.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory

	Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Manufacturing program met Perkins V program of study requirements and was approved as a Perkins V program of study. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. DRAF 162 is currently offered through the College Express program. This course is 3 credit hours and provides students with early exposure to drafting and manufacturing-related concepts. Other certificates like CNC Machine Operator and Machine Tools Operator have more offerings for College Express students.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School

	Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	None are required.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes. The program offers apprenticeship and work-based learning opportunities through partnerships with local industry. Notably, Thyssenkrupp Crankshaft provides a youth apprenticeship program that allows students, including those in College Express, to gain hands-on industry experience while completing their coursework.
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.	There is no formal licensure required; however, students have the opportunity to earn several industry-recognized certifications, including Haas, OSHA, NIMS, and ToolingU. Student performance on these certification assessments has been strong, with pass rates exceeding 80%. Participation levels are currently limited, with an average of approximately 6 students per class attempting certification exams. Increasing student participation in industry credentialing remains an area of ongoing focus for the program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The programs has established new partnerships with key regional employers, including Thyssenkrup Crankshaft and Flex-N-Gate Family of facilities located in Urbana, Illinois along with Covington and Veedersburg, Indiana. These partnerships enhance program quality by supporting

What opportunities exist for other partnerships?	internship and apprenticeship opportunities, aligning curriculum with current industry needs, and strengthening employment pathways for graduates. Additional opportunities exist to further expand partnerships with regional manufacturers, increase advisory board engagement, and develop more structured work-based learning experiences.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The program is equipped with modern, industry-relevant technology that supports student learning and workforce preparation. Current equipment includes seven CNC metal cutting machines, a CNC laser, a CNC waterjet, and a FANUC industrial robot. This equipment reflects technologies commonly used in today's manufacturing environments and allows students to gain hands-on experience with advanced machining, fabrication, and automation systems. The program continues to pursue funding opportunities to maintain and update equipment as needed to stay aligned with evolving industry standards.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual

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3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Current curriculum revisions have been implemented to better align with industry needs and enhance student learning outcomes. For example, based on assessment data and employer feedback, updates have been made to the hydraulics and pneumatics coursework to incorporate additional focus on electronics and troubleshooting. These enhancements provide students with a more comprehensive skill set that reflects the increasing integration of mechanical and electrical systems in modern manufacturing and maintenance environments. The program continues to evaluate and adjust curriculum to ensure graduates are well-prepared for current workforce demands.
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?	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

How is employer satisfaction information collected?	practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None

Performance and Equity

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

CTE Program	Manufacturing				
CIP Code	150613				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	3	2	2	2
Number of Completers	1	1	1	0	0
Other (Please identify)	FY2021	FY2022	FY2023	FY2024	FY2025
What disaggregated data was reviewed? If program enrollment is	Program data was disaggregated by gender, race, socioeconomic status, age, and disability status.				

low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The disaggregated data show students are all male for the years reviewed. Most of the students (33.33% - 100%) identify as white. The number of African American students ranged from 0% - 20%, and Hispanic students remained at 0%. The majority of students are over the age of 25, from 33.33% - 100% throughout the five years. Students age 20-25 ranged from 0% - 66.67%. In the years reported, the number of students under the age 20 has been 0% to 40% in FY 21. During the five year span, the pell eligibility ratio has ranged from 0% in FY23 - FY 25 to 40% in FY21 and 66.67% in FY23. No students required accommodations in the past 5 years.
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of high schools that we serve.
Review Results	

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing faculty member have agreed upon the following action steps/timeline: 1) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners (every semester). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
Resources Needed	Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community/interactions for the students to aid us with retention. Work with our College Express program, local high school and our industry partners Staying Current – As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Maintenance Mechanic	C	37	470303	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past Action items included: 1. Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners. (Every semester) 2. Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021). 3. Keeping current in technology (as funds are available).
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: • Kailie Kilgore: Director of Institutional Research & Reporting • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor of Business and Technology K. Kilgore provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.

<table>
<tr><td>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</td><td></td></tr>
<tr><td>Indicator 1: Need</td><td>Response</td></tr>
<tr><td>1.1 What is the labor market demand for the program?
Cite local and regional labor market information.</td><td>As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:
<table>
<tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr>
<tr><td>Elevator and Escalator Installers and Repairers</td><td>0.49%</td><td>0.14%</td></tr>
<tr><td>Control & Valve Install & Repair, Except Mech Door</td><td>1.18%</td><td>0.00%</td></tr>
<tr><td>Industrial Machinery Mechanics</td><td>1.41%</td><td>1.67%</td></tr>
<tr><td>Maintenance Workers, Machinery</td><td>NA</td><td>0.91%</td></tr>
<tr><td>Millwrights</td><td>0.65%</td><td>0.60%</td></tr>
<tr><td>Refractory Materials Repairers, Except Brickmasons</td><td>NA</td><td>-1.09%</td></tr>
</table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2022-2032.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the Maintenance Mechanic certificate program comes from the College Express program, incumbent workers, and displaced employees.
Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-</td></tr>
</table>

	President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Program has expanded industry apprenticeship opportunities to include high school students participating in the College Express program, strengthening early workforce pathways. Continued emphasis has also been placed on recruitment and retention efforts, expanding partnerships with local high schools and industry, and ensuring alignment with current workforce demands.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Total program income consists of tuition, course fees, service income, and apportionment. This is compared to total expenses, including salaries and benefits, instructional and operational costs, and equipment. This program is funded through general education funds, technology bonds and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development. Outside grant funding has been awarded for new training equipment. The college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency to evaluate how to effectively allocate resources. The following table displays the net income percent for the Manufacturing program for the past 5 years:

<table>
<tr><td></td><td>
<table>
<tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr>
<tr><td>2021</td><td>597</td><td>-49.0%</td></tr>
<tr><td>2022</td><td>461</td><td>-62.5%</td></tr>
<tr><td>2023</td><td>398</td><td>-69.8%</td></tr>
<tr><td>2024</td><td>759</td><td>-46.2%</td></tr>
<tr><td>2025</td><td>716</td><td>-68.2%</td></tr>
</table>
</td></tr>
<tr><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The primary costs to the institution associated with the Maintenance Mechanic program include our Manufacturing faculty salary and benefits package. This faculty member teaches courses in several areas and programs and shares responsibilities for this and other programs with multiple faculty members. Base salary/benefit costs for these instructors is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.</td></tr>
<tr><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</td></tr>
<tr><td>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)</td><td>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus.

The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</td></tr>
</table>

2.5 How will the college increase the cost- effectiveness of this program?	There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is delivered primarily through traditional, in-person instruction with significant hand-on lab components. Select courses also incorporate hybrid elements, combining online theory with in-person lab experiences. In response to program review efforts, a limited number of courses have been offered in 8-week formats to improve flexibility and accelerate student progress. Early offerings have shown promise, particularly for motivated students and those balancing work and other commitments.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory

	Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Maintenance Mechanic program met Perkins V program of study requirements and was approved as a Perkins V program of study. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. DRAF 162 is currently offered through the College Express program. This course is 3 credit hours and provides students with early exposure to drafting and manufacturing-related concepts. Other certificates like CNC Machine Operator and Machine Tools Operator have more offerings for College Express students.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School

	Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	None are required.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes. The program offers apprenticeship and work-based learning opportunities through partnerships with local industry. Notably, Thyssenkrupp Crankshaft provides a youth apprenticeship program that allows students, including those in College Express, to gain hands-on industry experience while completing their coursework.
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.	There is no formal licensure required; however, students have the opportunity to earn several industry-recognized certifications, including Haas, OSHA, NIMS, and ToolingU. Student performance on these certification assessments has been strong, with pass rates exceeding 80%. Participation levels are currently limited, with an average of approximately 6 students per class attempting certification exams. Increasing student participation in industry credentialing remains an area of ongoing focus for the program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The programs has established new partnerships with key regional employers, including Thyssenkrup Crankshaft and Flex-N-Gate Family of facilities located in Urbana, Illinois along with Covington and Veedersburg, Indiana. These partnerships enhance program quality by supporting

What opportunities exist for other partnerships?	internship and apprenticeship opportunities, aligning curriculum with current industry needs, and strengthening employment pathways for graduates. Additional opportunities exist to further expand partnerships with regional manufacturers, increase advisory board engagement, and develop more structured work-based learning experiences.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The program is equipped with modern, industry-relevant technology that supports student learning and workforce preparation. Current equipment includes seven CNC metal cutting machines, a CNC laser, a CNC waterjet, and a FANUC industrial robot. This equipment reflects technologies commonly used in today's manufacturing environments and allows students to gain hands-on experience with advanced machining, fabrication, and automation systems. The program continues to pursue funding opportunities to maintain and update equipment as needed to stay aligned with evolving industry standards.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual

	assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Current curriculum revisions have been implemented to better align with industry needs and enhance student learning outcomes. For example, based on assessment data and employer feedback, updates have been made to the hydraulics and pneumatics coursework to incorporate additional focus on electronics and troubleshooting. These enhancements provide students with a more comprehensive skill set that reflects the increasing integration of mechanical and electrical systems in modern manufacturing and maintenance environments. The program continues to evaluate and adjust curriculum to ensure graduates are well-prepared for current workforce demands.
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?	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

How is employer satisfaction information collected?	practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None

Performance and Equity

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

CTE Program	Maintenance Mechanic				
CIP Code	470303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	2	2	2	5
Number of Completers	1	3	2	0	0
Other (Please identify)	FY2021	FY2022	FY2023	FY2024	FY2025
What disaggregated data was reviewed? If program enrollment is	Program data was disaggregated by gender, race, socioeconomic status, age, and disability status.				

low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The disaggregated data show students are all male for the years reviewed. Most of the students (50% - 100%) identify as white. The number of African American students ranged from 0% - 50%, and Hispanic students ranged from 0% - 16.67%. Except for FY23, the majority of students are over the age of 25, from 50% - 100% throughout the five years. Students age 20-25 ranged from 0% in FY 21 and FY 22 to 100% in FY23. Those students were between 16.67% and 50% in FY 24 and FY 25. In the years reported, the number of students under the age 20 has been 0% - 16.67% in FY25. During the five year span, the pell eligibility ratio has ranged from 0% in FY22 and FY23 to 50% in FY24. No students required accommodations in the past 5 years.
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of high schools that we serve.
Review Results	

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing faculty member have agreed upon the following action steps/timeline: 1) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners (every semester). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
Resources Needed	Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community/interactions for the students to aid us with retention. Work with our College Express program, local high school and our industry partners Staying Current – As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Advanced Maintenance Mechanic	C	18	470303	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Past Action items included: 1. Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners. (Every semester) 2. Revamping a Manufacturing Day needs to be explored. (Collaborative work to begin fall 2021). 3. Keeping current in technology (as funds are available).
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: • Kailie Kilgore: Director of Institutional Research & Reporting • Todd Flessner: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor of Business and Technology K. Kilgore provided employment and institutional data. T. Flessner provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.

<table>
<tr><td>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</td><td></td></tr>
<tr><td>Indicator 1: Need</td><td>Response</td></tr>
<tr><td>1.1 What is the labor market demand for the program?
Cite local and regional labor market information.</td><td>As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:
<table>
<tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr>
<tr><td>Elevator and Escalator Installers and Repairers</td><td>0.49%</td><td>0.14%</td></tr>
<tr><td>Control & Valve Install & Repair, Except Mech Door</td><td>1.18%</td><td>0.00%</td></tr>
<tr><td>Industrial Machinery Mechanics</td><td>1.41%</td><td>1.67%</td></tr>
<tr><td>Maintenance Workers, Machinery</td><td>NA</td><td>0.91%</td></tr>
<tr><td>Millwrights</td><td>0.65%</td><td>0.60%</td></tr>
<tr><td>Refractory Materials Repairers, Except Brickmasons</td><td>NA</td><td>-1.09%</td></tr>
</table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2022-2032.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the Advanced Maintenance Mechanic certificate program comes from the College Express program, incumbent workers, and displaced employees. Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-</td></tr>
</table>

	President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Program has expanded industry apprenticeship opportunities to include high school students participating in the College Express program, strengthening early workforce pathways. Continued emphasis has also been placed on recruitment and retention efforts, expanding partnerships with local high schools and industry, and ensuring alignment with current workforce demands.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Total program income consists of tuition, course fees, service income, and apportionment. This is compared to total expenses, including salaries and benefits, instructional and operational costs, and equipment. This program is funded through general education funds, technology bonds and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development. Outside grant funding has been awarded for new training equipment. The college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency to evaluate how to effectively allocate resources. The following table displays the net income percent for the Manufacturing program for the past 5 years:

	Fiscal Year	Credit Hours	Net Income Percent
	2021	597	-49.0%
	2022	461	-62.5%
	2023	398	-69.8%
	2024	759	-46.2%
	2025	716	-68.2%
2.2 What are the findings of the cost-effectiveness analysis?	The primary costs to the institution associated with the Advanced Maintenance Mechanic program include our Manufacturing faculty salary and benefits package. This faculty member teaches courses in several areas and programs and shares responsibilities for this and other programs with multiple faculty members. Base salary/benefit costs for these instructors is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.		
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.		
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.		

2.5 How will the college increase the cost- effectiveness of this program?	There is one full-time faculty member that teaches all the courses in this program. The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is delivered primarily through traditional, in-person instruction with significant hand-on lab components. Select courses also incorporate hybrid elements, combining online theory with in-person lab experiences. In response to program review efforts, a limited number of courses have been offered in 8-week formats to improve flexibility and accelerate student progress. Early offerings have shown promise, particularly for motivated students and those balancing work and other commitments.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Todd Flessner is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory

	Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Advanced Maintenance Mechanic program met Perkins V program of study requirements and was approved as a Perkins V program of study. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Through the College Express program, high school students have the option to enroll in dual credit courses. These courses are directly tied to the program. DRAF 162 is currently offered through the College Express program. This course is 3 credit hours and provides students with early exposure to drafting and manufacturing-related concepts. Other certificates like CNC Machine Operator and Machine Tools Operator have more offerings for College Express students.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is offered every year in the form of College Express courses through the VVEDS office at the college. High school students attend classes on campus five days a week and can complete 13 credit hours towards the degree if they are enrolled both junior and senior years. The following high schools participate in the College Express Program: Armstrong-Township High School Bismarck-Henning Rossville-Alvin High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School

	Salt Fork High School Westville High School The courses offered in the College Express program are chosen because they require no prerequisites and allow any student to join in any year and any semester.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	It is not required but the degree is accredited by the National Institute of Metalworking Skills (NIMS).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	None are required
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes. The program offers apprenticeship and work-based learning opportunities through partnerships with local industry. Notably, Thyssenkrupp Crankshaft provides a youth apprenticeship program that allows students, including those in College Express, to gain hands-on industry experience while completing their coursework.
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.	There is no formal licensure required; however, students have the opportunity to earn several industry-recognized certifications, including Haas, OSHA, NIMS, and ToolingU. Student performance on these certification assessments has been strong, with pass rates exceeding 80%. Participation levels are currently limited, with an average of approximately 6 students per class attempting certification exams. Increasing student participation in industry credentialing remains an area of ongoing focus for the program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Southern Illinois University recognizes the 4 AAS degrees within the Manufacturing Technology department. They are considered 2 + 2 programs for SIU's Industrial Management and Applied Engineering BS degree and SIU's Technical Resource Management BS degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The programs has established new partnerships with key regional employers, including Thyssenkrup Crankshaft and Flex-N-Gate Family of facilities located in Urbana, Illinois along with Covington and Veedersburg, Indiana. These partnerships enhance program quality by supporting

What opportunities exist for other partnerships?	internship and apprenticeship opportunities, aligning curriculum with current industry needs, and strengthening employment pathways for graduates. Additional opportunities exist to further expand partnerships with regional manufacturers, increase advisory board engagement, and develop more structured work-based learning experiences.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	The program is equipped with modern, industry-relevant technology that supports student learning and workforce preparation. Current equipment includes seven CNC metal cutting machines, a CNC laser, a CNC waterjet, and a FANUC industrial robot. This equipment reflects technologies commonly used in today's manufacturing environments and allows students to gain hands-on experience with advanced machining, fabrication, and automation systems. The program continues to pursue funding opportunities to maintain and update equipment as needed to stay aligned with evolving industry standards.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual

	assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Current curriculum revisions have been implemented to better align with industry needs and enhance student learning outcomes. For example, based on assessment data and employer feedback, updates have been made to the hydraulics and pneumatics coursework to incorporate additional focus on electronics and troubleshooting. These enhancements provide students with a more comprehensive skill set that reflects the increasing integration of mechanical and electrical systems in modern manufacturing and maintenance environments. The program continues to evaluate and adjust curriculum to ensure graduates are well-prepared for current workforce demands.
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?	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

How is employer satisfaction information collected?	practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is student enrollments and the recruitment of minority students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None

Performance and Equity

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

CTE Program	Advanced Maintenance Mechanic				
CIP Code	470303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	3	0	2	2
Number of Completers	0	2	0	0	0
Other (Please identify)	FY2021	FY2022	FY2023	FY2024	FY2025
What disaggregated data was reviewed? If program enrollment is	Program data was disaggregated by gender, race, socioeconomic status, age, and disability status.				

low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The disaggregated data show students are all male for the years reviewed. Most of the students (50% - 66.67%) identify as white. The number of African American students ranged from 0% - 50%, and Hispanic students remained at 0%. The majority of students are over the age of 25, from 50% - 100% throughout the five years. Students age 20-25 ranged from 33.33% - 50%. In the years reported, the number of students under the age 20 has been 0%. During the five year span, the pell eligibility ratio has ranged from 0% in FY22 FY 23 to 50% in FY21, FY24-25. No students required accommodations in the past 5 years.
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of high schools that we serve.
Review Results	

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Manufacturing program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing faculty member have agreed upon the following action steps/timeline: 1) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners (every semester). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
Resources Needed	Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community/interactions for the students to aid us with retention. Work with our College Express program, local high school and our industry partners Staying Current – As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Mechatronics	C	24	470303	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will demonstrate communication skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply analytical techniques and problem solving skills necessary for a career within the manufacturing industry. • Students will apply technical specialties in applied mechanics, computer-aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will demonstrate awareness of international standards and requirements necessary for a career within the global manufacturing industry. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The Mechatronics certificate has not been reviewed prior to this year.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: • Kailie Kilgore: Director of Institutional Research & Reporting • Doug Hunter: Manufacturing Instructor • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor of Business and Technology K. Kilgore provided employment and institutional data. D. Hunter provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	
Indicator 1: Need	**Response**

<table>
<tr><td>1.1 What is the labor market demand for the program?
Cite local and regional labor market information.</td><td>As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:
<table><tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr><tr><td>Elevator and Escalator Installers and Repairers</td><td>0.49%</td><td>0.14%</td></tr><tr><td>Control & Valve Install & Repair, Except Mech Door</td><td>1.18%</td><td>0.00%</td></tr><tr><td>Industrial Machinery Mechanics</td><td>1.41%</td><td>1.67%</td></tr><tr><td>Maintenance Workers, Machinery</td><td>NA</td><td>0.91%</td></tr><tr><td>Millwrights</td><td>0.65%</td><td>0.60%</td></tr><tr><td>Refractory Materials Repairers, Except Brickmasons</td><td>NA</td><td>-1.09%</td></tr></table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2022-2032.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the Mechatronics certificate program comes from incumbent workers, and displaced employees.
Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</td></tr>
</table>

<table>
<tr><td>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</td><td>The Mechatronics certificate program was updated and modernized to better align with current industry needs and emerging technologies. As part of these enhancements, a new course DRAF 125 Digital Fabrication, was added to strengthen students' hands-on technical skills and exposure to advanced manufacturing processes. These changes were supported by feedback from the recent Advisory Committee meeting, where members expressed strong agreement that the certificate remains highly relevant and valuable in preparing students for today's workforce needs.</td></tr>
<tr><td>Indicator 2:
Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</td><td>Response</td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Total program income consists of tuition, course fees, service income, and apportionment. This is compared to total expenses, including salaries and benefits, instructional and operational costs, and equipment.

This 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.

The college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency to evaluate how to effectively allocate resources.

The following table displays the net income percent for the Mechatronics program for the past 5 years:

<table>
<tr><th>Fiscal Year</th><th>Credit Hours</th><th>Net Income Percent</th></tr>
<tr><td>2021</td><td>597</td><td>-49.0%</td></tr>
<tr><td>2022</td><td>461</td><td>-62.5%</td></tr>
<tr><td>2023</td><td>398</td><td>-69.8%</td></tr>
<tr><td>2024</td><td>759</td><td>-46.2%</td></tr>
<tr><td>2025</td><td>716</td><td>-68.2%</td></tr>
</table>
</td></tr>
</table>

2.2 What are the findings of the cost-effectiveness analysis?	The primary costs to the institution associated with the Mechatronics certificate include our Manufacturing faculty salary and benefits package and equipment purchases. This faculty member teaches courses in several areas and programs and shares responsibilities for this and other programs with multiple faculty members. Base salary/benefit costs for these instructors is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies, continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.

2.5 How will the college increase the cost- effectiveness of this program?	The college remains optimistic that enrollment will increase. Enrollment for the beginning of this fiscal year has shown more promise than the previous year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is delivered primarily through traditional, in-person instruction with significant hand-on lab components. Select courses also incorporate hybrid elements, combining online theory with in-person lab experiences. There have been no significant different in student success for those students in-person vs. hybrid modalities.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Doug Hunter is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Mechatronics certificate met Perkins V program of study requirements and was approved as a Perkins V program of study. Strengths include work-based learning and team/group activities in most courses, workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include continual updates for equipment and lab supplies to align to an average workplace environment more closely.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Students from this program are typically adult learners, some returning to college for job training or displaced workers who are improving technology skills for current job openings in the area.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Nothing new at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit is not currently offered within the Mechatronics certificate.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these	The instructor is very qualified and has worked in the industry for many years and integrates these opportunities into the course work. Several of the students in the program are already employed, are on sponsorships, in apprenticeships, or using their employer's tuition assistance programs.

opportunities be improved?	
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No industry accreditation is required.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	None are required
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	None currently
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.	There is no formal licensure required
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time
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?	This certificate is located within the Manufacturing department of the college. The College has long-standing partnerships with our local businesses and manufacturing employers. These partnerships enhance program quality by supporting internship and apprenticeship opportunities, aligning curriculum with current industry needs, and strengthening employment pathways for graduates. Additional opportunities exist to further expand partnerships with regional manufacturers, increase advisory board engagement, and develop more structured work-based learning experiences.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The current faculty member(s) participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	In addition to the current Advanced Manufacturing equipment and technology, the department plans to purchase and implement into the curriculum: a Bamboo XiE 3D printer bundle with Additive Manufacturing, 3D printing machines, which are considered industry-standard equipment. Incorporating this technology will allow the program to expand into the Additive Manufacturing cycle and provide students with valuable experience using modern fabrication and prototyping tools.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and

	analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. Current curriculum revisions have been implemented to better align with industry needs and enhance student learning outcomes. For example, based on employer feedback and Advisory Panel input, the Digital Fabrication course was added. In addition to coursework, new technology integrating Additive Manufacturing will be added. These enhancements provide students with a more comprehensive skill set that reflects the increasing integration of technology into the manufacturing environment. The program continues to evaluate and adjust curriculum to ensure graduates are well-prepared for current workforce demands.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work-based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.

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

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None

Performance and Equity

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

CTE Program	Advanced Maintenance Mechanic				
CIP Code	470303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	4	1	1	2
Number of Completers	1	3	0	0	0

Other (Please identify)	FY2021	FY2022	FY2023	FY2024	FY2025
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 all male for the years reviewed. Most of the students (71.43% - 100%) identify as white. The number of African American students was 0%, and Hispanic students remained at ranged from 14.29% - 25%. The majority of students are over the age of 25, from 85.71% - 100% throughout the five years. Students age 20-25 ranged from 14.29% - 100%. In the years reported, the number of students under the age 20 has been 0% with FY2025 the exception at 50%. During the five year span, the pell eligibility ratio has ranged from 0% to 14.29% in. No students required accommodations in the past 5 years.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollments and completion, the college has continued to revise the program to meet the needs of local employers and workforce needs. Our numbers are largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success. Additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.				

Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Mechatronics program continues to serve the employers in our district. Danville Area Community College is committed to recruitment/marketing campaigns to increase enrollments and grow this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the Manufacturing faculty member have agreed upon the following action steps/timeline: 1) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools and industry partners (every semester). 2) Keeping current in technology (as funds are available).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to TRIO for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
Resources Needed	Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community/interactions for the students to aid us with retention.

	Staying Current – As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2022-2026

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Medical Assistant Certificate	Cert	39	510801	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable
credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives

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

Program Outcomes/Objectives

- Students will identify the anatomy and physiology of the human body for patient care
- Students will apply mathematics to patient care
- Students will recognize the need for proper infection control
- Students will show awareness of patients' nutritional needs concerning their health
- Students will demonstrate effective verbal and non-verbal communication for a medical office
- Students will perform the administrative functions needed for the medical office
- Students will demonstrate basic medical practice financials
- Students will apply third-party reimbursements requirements for a medical office
- Students will utilize diagnostic and procedural coding protocols in a medical office setting
- Students will protect the legal rights of a patient in the medical office
- Students will recognize personal ethical considerations in healthcare
- Students will demonstrate safety and emergency practices

	<u>Possible Occupations:</u> ● Certified/NonCertified Medical Assistant ● Medical Records Specialist ● Medical Secretary/Administrative Assistant ● Healthcare Support Worker
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments, and Institutional Research & Reporting data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the program. 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 Research & Reporting. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 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). ○ Ongoing: Various efforts for recruiting and retaining students have been made, including but not limited to marketing efforts such as live radio shows and program Facebook page. Instructional improvements based on student assessment have been implemented to retain current students. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Candi Milam; Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. C. Milam provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review specifically. Accreditation requires the use of either prerequisites or a 'trigger' course. Clinical Procedures I is used as the trigger course for the medical assistant program. To progress within the program, students must earn a C or higher course average and pass all competencies. In addition, all core classes of medical assisting require students to pass with a C average and pass all competencies to pass the course.

	Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Medical Assistant Certificate requires 39 credit hours, exceeding the standard 30-hour benchmark, in order to ensure students achieve the comprehensive clinical and administrative competencies required for entry-level employment in healthcare settings. The additional credit hours reflect the inclusion of three Clinical Procedure courses, which provide hands-on training in essential patient care skills. These courses are critical for developing proficiency and ensuring students meet industry expectations for safe and effective clinical practice. Additionally, the program incorporates an Office/Clinical Internship, which provides supervised, real-world experience in a healthcare environment. This experiential component is essential for reinforcing classroom and laboratory learning, strengthening job readiness, and meeting employer expectations for practical experience. The 39-credit-hour structure also supports seamless progression into the 60-credit-hour Medical Assistant AAS degree, allowing students to build upon completed coursework without redundancy. Overall, the expanded credit hours are justified by the need for competency-based training, hands-on skill development, and work-based learning experiences that align with accreditation standards and workforce demands.
	Indicator 1: Need	**Respons e**
	1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following: ● *Medical Assistants* show an annual compound growth within our region of .95% and 1.02% in Illinois. With a projected increase from 2022-2032 of 9.91% for the region and 10.70% for the state. ● 2023 wage summaries for *Medical Assistant in Danville, IL* show an annual range of $28,880 for entry level to $47,210 for experienced positions, with a $37,000 median. Wage summaries for *Medical Assistant in Champaign/Urbana, IL* show an annual range of $34,000 for entry level to $47,580 for experienced positions, with a $39,410 median.

		* The EDR2 region 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?	Per the last review, *Medical Assistants* showed an annual compound growth within our region of 1.3% and 0.8% in Illinois (as of Dec 2020). While the percentages have flipped from region to state, they are comparable to the past five years. Looking forward, positions are projected to increase at the rates indicated above.
	1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
	1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Medical Assistant program would include area high school students, G.E.D. students, and local non-certified healthcare workers. Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department have worked together to record a variety of promotional videos included on multiple platforms such as the institution's webpage and social channels.
	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 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 from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.

	1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review highlighted the need for additional recruitment efforts to develop a strong pipeline of students focused on local high-school and G.E.D. students–this population is currently underrepresented in the program.
	Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
	2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost. Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution. In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized. A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource allocation, and continuous improvement efforts.

	2.2 What are the findings of the cost-effectiveness analysis?	The primary cost to the institution associated with this program is full-time faculty salary and benefits package. The program includes one full-time professor resulting in lower costs compared to programs with multiple faculty members. For the five year review cycle, salary/benefit costs for one full-time instructor averaged $107,173.60. This is comparable to other CTE programs with one instructor, including Early Childhood, Marketing, and Business Administrative Technology. *Salary note:* Currently, the institution's financial data report reflects all courses and stipends paid to program faculty–even those not directly tied to the program itself. For the Medical Assistant program specifically, the full-time instructor teaches additional courses outside of the program's curriculum. This has a negative impact on the program's Net Income Percentage. In addition to faculty salary/benefits, contractual services, instructional supplies, printing, publications/dues, and professional development were additional expenses logged within the past 5 years. The table below shows the five-year breakdown of the program's net income.

	FY2021	FY2022	FY2023	FY2024	FY2025
Net Income	-$91,832	-$80,370	-$101,236	-$78,877	-$49,788
Net Income %	-90.6%	-89.2%	-90.4%	-59.4%	-38.3%
Net Income/Credit	-$347.67	-$393.97	-$301.30	-$257.77	-$172.87

Over the five-year review period, the average net income percentage for the Medical Assistant program was -73.58%, with a significant positive increase of 52.3% from year one to year five. Expenses tied to initial accreditation efforts likely contribute to the early years' expense rates.

The table below indicates the program's total credit

<table>
<tr><td></td><td></td><td>hours.
<table><tr><td></td><td>FY2021</td><td>FY2022</td><td>FY2023</td><td>FY2024</td><td>FY2025</td></tr><tr><td>Total Credits</td><td>264</td><td>204</td><td>336</td><td>306</td><td>288</td></tr></table>
Total credit hours spiked in FY2023 with a slight continued decline the following two years. Even though credit hours declined in FY24 and FY25, the Net Income/Credit ratio improved. This indicates that with targeted effort to raise credit hours, the program could move to a positive net income standing.</td></tr>
<tr><td></td><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is primarily funded through the institution’s general education fund and technology bonds. Revenue from tuition/course fees adds additional financial support.

Perkins funds were requested and used for equipment/supplies as well as faculty professional development and training from 2021-2023. No grant funds were used during 2024-25; instead, expenses were reevaluated and considered under other available funds.</td></tr>
<tr><td></td><td>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)</td><td>The costs to students include tuition, course fees, books, and certification exam fees. Currently, course fees cover items such as background checks and drug screening. Student cost for this program is comparable, even slightly lower, than other health related CTE programs on campus.

The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund–100% 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. For this program specifically, some students find the separate certification exam fees difficult to pay. Beginning summer of 2026, the exam fee charge has been added to the Clinical/Office Internship fee as a course fee. This will provide one test attempt for each student.</td></tr>
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	2.5 How will the college increase the cost- effectiveness of this program?	Efforts to increase the cost-effectiveness of the program will focus on reduction of additional expenses not tied to accreditation. Previous purchases, such as supplies and equipment, were higher in earlier years of this review due to preparation for initial accreditation. These expenses have flattened, as the majority of materials purchased were reusable. Moving forward, faculty will be asked to review recurring expenses for necessity. Future purchase requests will be evaluated based on need and accreditation requirements. In addition to limiting expenses, focus remains on increasing the total number of credit hours within the program. This would provide additional income through tuition and fees. Semester schedules will be structured to promote full courses rather than repetitive sections/tutorials where possible–with student need remaining a priority. Recruiting efforts will be made to increase course enrollments to full capacity.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the above review reflected need for the following: 1. Expenses will be reviewed for necessity–eliminating any unnecessary purchases to focus funds on necessary expenses in order to maintain accreditation standards. 2. Semester schedules will be optimized to promote full courses rather than repetitive sections/tutorials based on student need. 3. Continued recruiting efforts to increase course enrollments to full capacity.
	Indicator 3: Quality	**Response**
	3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include traditional lecture, hybrid courses, online courses, clinical training, and internships. In the past, the core classes have only been offered as face-to-face lecture. As of fall 2022, these core courses were offered as hybrid sections as well. The intent of this addition is to make the program more accessible to full-time working students and those driving extended distances, while also maintaining quality of instruction. During this five-year cycle, program assessment data has been collected and analyzed, including a variety of

		courses and modalities. In general, the program assessment reports have indicated 100% of students continue to meet core competencies connected to program accreditation standards and individual student certification. Continued program assessments and institutional data specific to modality success rates will be evaluated, guiding any future changes.
	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Research and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms and labs. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study	The Medical Assistant program met Perkins IV program of study requirements and is pending approval as a Perkins V program of study.

	implementation.	
	3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment. Three stackable certificates fall under the parent degree of. Medical Office Assistant AAS. These certificates include Medical Office Assistant, Advanced Medical Office Assistant, and Medical Assistant. These certificates provide various exit points for the program. High school students have the option to enroll in dual credit general education courses before entering the program's core courses. In addition, the Medical Assistant program is accredited; students have the option of taking nationally recognized industry certification exams including: ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA)
	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?	Obtaining accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) has been helpful in guiding curriculum alignment and ensuring program relevance. The 'flipped classroom' approach is a successful teaching strategy used within the program. The strategy requires students to watch a pre-recorded lecture before attending class. Class time is then focused on a short review and hands-on instruction. The shift from direct instruction to hands-on learning has been well received by students and increased student learning.

	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?	Students must be at least 18 years of age at the time of program completion. The age requirement is also present for clinical and internship courses. Because of this regulation, dual credit has not been a priority for core medical assistant classes previously. However, students may complete general education courses through dual credit options. Various dual credit opportunities are available for district high schools in the general education area.
	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?	A clinical/office internship (MEDA200) is built into the third semester. It allows students to participate in a work-based learning experience and requires them to use the knowledge and skills they have learned throughout the first year of the program. The experience fosters improvement of skills and creates networking opportunities with members of the field. Many students have found positions within the facility after their internship. It improves the program by providing students real-world opportunities to practice the skills taught within the classroom. In addition to improving the student learning experience, the internship fosters college/industry relationships and allows the institution to keep up-to-date with the changing world of healthcare.
	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).	Industry accreditation is not required for this program; however, the college opted to voluntarily seek accreditation. As of March 18, 2022, the Danville Area Community College Medical Assistant Certificate received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	While no industry-recognized credentials are embedded within the program itself, students have the option of registering to take the following certification exams: ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA)

<table>
<tr><td></td><td>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</td><td>No apprenticeship opportunities are available at this time.</td></tr>
<tr><td></td><td>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.</td><td>As stated above, students have the option of registering to take the following certification exams:
Registered Medical Assistant (RMA) from the American Medical Technologist (AMT)
Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA)
National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT)
Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA)
Below are the pass rates for the Registered Medical Assistant (RMA) certification exam:<table><tr><th></th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>DACC</td><td>75%</td><td>100% (4/4)</td><td>50% (2/4)</td><td>100% (4/4)</td><td>100% (3/3)</td></tr><tr><td>National</td><td>77%</td><td>73%</td><td>72%</td><td>71%</td><td>70%</td></tr></table>Below are the pass rates for the Certified Medical Assistant (CMA) certification exam:<table><tr><th></th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>DACC</td><td>100%</td><td>None</td><td>100% (1/1)</td></tr><tr><td>National</td><td>58%</td><td>61%</td><td>60%</td></tr></table></td></tr>
<tr><td></td><td>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</td><td>Currently, none of the core medical courses are articulated through the Illinois Articulation Initiative (IAI).</td></tr>
<tr><td></td><td>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?</td><td>No additional partnerships have been formed during this review period.</td></tr>
</table>

	What opportunities exist for other partnerships?	
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.
	3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching & Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provides various informational videos for faculty to be accessed in real-time when needed most. Specific to this program, lead faculty Professor Candi Milam attended the American Association of Medical Assistants (AAMA) conference. She also obtained additional training for initial accreditation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and recertified herself as an AAMA Certified Medical Assistant. All of this training took place *prior* to this review and in conjunction with program accreditation. During the current review cycle, no additional funds were allotted for professional development. However, Professor Milam has maintained her AAMA membership, paying annual dues out of pocket. She has also recertified herself as a Certified Medical Assistant through AAMA which requires 60 hours of CEU's of which she completed and personally funded. It is important to note, the program's "half-term" accreditation is approaching in 2027. Professional development is one area of ongoing evaluation within the accreditation process, and sustained investment in faculty development is essential to ensure continued compliance with accrediting standards. Providing institutional support for conference attendance, certification maintenance, and continuing education not only strengthens instructional quality, but also

		demonstrates a clear commitment to maintaining accreditation and advancing program excellence.
	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?	In preparation for accreditation, the medical assistant lab received an updated remodel throughout the 2020-21 academic year. The remodel was previous to this review, but resulted in follow-up initiatives during this review period. In FY22, the program was awarded Perkin funds for the purchase of equipment including a Urine Chemistry Analyzer, Intramuscular and Subcutaneous Simulator, Digital Infant Scale, Autoclave Machine, Handheld Audiometer, and Cardiocheck Analyzer. In addition, specialized supplies were purchased to support special populations students with disabilities complete lab activities. For example, stethoscopes were purchased to help students with hearing impairments learn to utilize medical devices and demonstrate competencies. In FY23, additional Perkins funds were awarded for equipment/supplies to help purchase a biohazardous sharps container, a suture skills pad, an advanced newborn care simulator, and portable lab/work station dividers. Collectively, these investments demonstrate that the medical assistant lab is well-equipped with current technology and industry-relevant tools, providing students with meaningful, hands-on learning experiences that support skill development and program outcomes.
	3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program. The program also participates in the institution's annual assessment cycle. Each year a general education

		outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. At the start of accreditation, the general education outcome critical thinking was assessed. The assessment activity was deliberately chosen to align with specific accreditation requirements. In the first round of assessments, roughly 75% of students were considered competent or higher. It was apparent to faculty that changes should occur to steadily increase that percentage. Tools were developed to help students dissect the situation and identify the evidence for the solution. These tools were successful in helping students break apart a problem and use direct evidence to establish a successful solution. 100% of the students scored competent or higher on the second assessment. This change in instruction and the addition of resources will continue to be used moving forward.
	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. Since many local employers reach out to C. Milam requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.

	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually, The committee reviews and discusses curriculum, coursework, certification, accreditation, and work-based learning, employment trends, as well as other topics. Committee engagement could be improved by involving a wider variety of employers.
	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Many local employers partner with the program as practicum sites. The list includes: ● Carle Clinic locations in Danville, Champaign, and Hoopeston ● OSF Healthcare facilities in Danville ● Riverside Pediatrics ● Christie Clinic facilities in Danville & Champaign ● St. Vincent Clinic-Veedersburg ● St. Vincent Clinic-Williamsport ● Family Practice Medical Center ● Iroquois Memorial-Watseka ● Gibson Area Health Center-Hoopeston ● Horizon Health-Paris Additionally, within the past year two additional sites have been added: ● Two Rivers Wellness Clinic ● Pro-Active Wellness & Injury Center of Danville
	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?	Some program strengths include: ● The program recently obtained accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). ● The program lead, Associate Professor Candi Milam, holds a Master's degree and AAMA certification. ● Community/employer connections have created a pipeline for graduates to employment

	3.26 What are the identified or potential weaknesses of the program?	Program weaknesses include: ● Lack of dedicated funding for professional development: To ensure continued compliance with accreditation standards and successful preparation for the program's 2027 half-term review, the program should prioritize the allocation of dedicated funding for faculty professional development. While lead faculty Professor Candi Milam has independently maintained active engagement with the American Association of Medical Assistants (AAMA), including conference attendance, certification renewal, and completion of required continuing education units, these efforts have been self-funded during the current review cycle. ● Low student enrollment: This weakness was noted prior to the current review; the college is aware of declining enrollment trends and efforts have been directed to promote awareness, boost community relationships, and recruit students.These efforts have initiated slight enrollment increases and should be continued moving forward.
	3.27 Did the review of program quality result in any actions or modifications? Please explain.	Program actions/modifications related to program quality include: 1. Establish dedicated funding for faculty professional development to sustain accreditation 2. Continued, modified recruitment efforts to enhance pipeline of younger students

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
No additional barriers noted.

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		Medical Assistant Certificate				
CIP Code		510801				
		Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		38	26	36	43	46
Number of Completers		17	6	3	9	7
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 &		The above data is reflective of Medical Assistant Certificate enrollment and completion rates. The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year then they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of a fiscal year. Students are not duplicated within a fiscal year, but may be duplicated throughout the fiscal years. The data showed students are mostly female, averaging 96.8% of the years reviewed. Most students identify as either white (average 43.7%) or black (average 42.8%). The remaining 13% of students are nearly equally divided between Hispanic, Other, and Unknown categories. The majority of students (53.3% average) are over the age of 25. Only an average of 10.8% of students are less than 20 years old. Over half of the students, ranging from 53-78% each year and averaging 65% for the five-year span, are pell eligible. Only a small percentage (8.3% average) of students require accommodations.

race, special population status & race, etc.)		
How does the data support the program goals? Elaborate.		The program data supports the Medical Assistant Certificate program goals related to access, equity, retention, and workforce preparation. Enrollment trends over the five-year period (37, 26, 36, 42, 44) demonstrate stability and recent growth, indicating sustained demand and alignment with workforce needs. Retention data further supports program goals related to student persistence. Fall-to-spring retention rates range from 62.5% to 73.91%, with a five-year average near 68%, suggesting that a majority of students who begin the program persist into the next term. Similarly, fall-to-fall retention rates show an overall upward trend, reaching as high as 86.96% in the most recent year, which reflects improving year-to-year persistence. While retention shows moderate to strong performance,per the data completion outcomes remain inconsistent. The number of students graduating by the next fall (19, 6, 3, 11, 9) and within three years (20, 7, 14, 17, 7) indicates variability, with three-year completion rates ranging from 15.91% to 54.05%. This suggests that while students are persisting in the short term, there are barriers impacting longer-term completion. These findings support the program goal of improving student success and credential attainment. Program faculty would like to investigate the total number of completers to ensure all students are registering for the program and filing for graduation. Disaggregated data demonstrates that the program is serving a diverse student population, particularly in terms of race, with relatively balanced representation between white (43.7%) and Black (42.8%) students. Additionally, the high percentage of Pell-eligible students (average 65%) indicates the program is effectively reaching economically disadvantaged populations, supporting institutional goals around equity and access. The age distribution, with a majority of students over 25 (53.3%), suggests the program is successfully attracting adult and nontraditional learners, aligning with goals related to career advancement, reskilling, and community workforce development. Gender distribution (96.8% female) reflects industry trends in the medical assisting field, while also identifying a potential opportunity to further support program goals related to broadening participation. Finally, the relatively low percentage of students with documented accommodations (8.3%) provides a baseline for evaluating student support services and accessibility efforts, ensuring that all students have equitable opportunities for success. Overall, the data indicates the program is meeting its goals of serving a diverse and often underserved population and maintaining enrollment growth,

		while also highlighting an opportunity to improve completion rates to better support student success and workforce outcomes.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.		The data indicates several potential gaps related to completion and representation. There is a completion gap, as reflected by the disparity between enrollment (38, 26, 36, 43, 46) and completers (17, 6, 3, 9, 7) over the five-year period. While enrollment has shown growth in recent years, completion rates have remained inconsistent and comparatively low, suggesting challenges with student persistence and program completion. As mentioned above, program faculty would also like to investigate the total number of completers to ensure all students are registering for the program and filing for graduation. An equity-related observation is the high proportion of Pell-eligible students (average 65%), which may indicate that a significant portion of the student population faces financial barriers that could impact retention and completion outcomes. While the program is successfully serving economically disadvantaged students, additional support may be needed to ensure equitable success. In terms of representation gaps, the program is overwhelmingly female (96.8%), which aligns with industry trends but highlights an opportunity to increase gender diversity. There is also a potential age-related gap, as the program serves predominantly students over 25, with limited participation from younger students (average 10.8% under age 20). This may indicate an opportunity to strengthen recruitment pipelines from recent high school graduates. Overall, the primary gaps identified are related to completion and retention, with additional opportunities to address representation and ensure equitable outcomes across student groups.
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.		The college is actively working to address identified gaps in completion, retention, and representation through a combination of targeted program-level efforts and broader institutional support services. To address representation gaps the program plans to implement more intentional and inclusive marketing and outreach strategies. Future recruitment efforts will expand the target audience to better reflect underrepresented populations, with an emphasis on increasing awareness of the Medical Assistant Certificate program among males, high school students, and other underserved groups. In response to retention and completion gaps, the college has established a network of student support services designed to identify and assist students who may be at risk of not completing the program. Program faculty work

			closely with Student Services, including Advising and TRIO, to provide individualized academic guidance, connect students to resources, and monitor progress throughout the program. These collaborative efforts help address barriers such as academic preparedness, financial challenges, and personal responsibilities—factors that may disproportionately impact the program's high percentage of Pell-eligible and nontraditional students. While some gaps—particularly related to completion rates—persist, the college continues to use data-informed decision-making to refine its approach. Planned efforts include strengthening early support mechanisms, improving student engagement, and aligning scheduling and course delivery with student needs to promote persistence. Overall, the college demonstrates a commitment to continuous improvement and equitable student outcomes by leveraging both targeted program strategies and comprehensive institutional support to close identified gaps.
	Are the students served in this program representative of the total student population? Please explain.		The students served in the Medical Assistant Certificate program are partially representative of the overall college population, with some differences. In terms of race and socioeconomic status, the program reflects the college's broader mission of access and equity. The relatively balanced representation of white (43.7%) and Black (42.8%) students, along with a high percentage of Pell-eligible students (average 65%), suggests the program is effectively serving populations that are often well-represented in the institution overall, particularly economically disadvantaged students. However, the program is not fully representative in other areas. Most notably, the student population is overwhelmingly female (96.8%), which differs from the general college population that is typically more gender-balanced. Additionally, the program enrolls a higher proportion of adult learners (over age 25) compared to traditional-aged students, with relatively low participation from students under 20 (10.8%). This suggests the program is more reflective of a nontraditional student population than the college as a whole. While the program aligns with institutional goals related to serving diverse and economically disadvantaged students, it is not fully representative of the total student population, particularly in terms of gender and age distribution.
	Are the students served in this program representative of the district		The students served in the Medical Assistant Certificate program are partially representative of the district population, with alignment in some areas and differences in others. In terms of race and socioeconomic status, the program appears to reflect key

	population? Please explain.		characteristics of the district. The relatively balanced representation of white (43.7%) and Black (42.8%) students suggests the program is serving major demographic groups within the community. Additionally, the high percentage of Pell-eligible students (average 65%) indicates the program is effectively reaching individuals from lower-income backgrounds, which is often consistent with the broader district population. However, the program is not fully representative in other areas. Most notably, the student population is overwhelmingly female (96.8%), which does not reflect the more balanced gender distribution of the general district population. The program also serves a higher proportion of adult and nontraditional students, with over half aged 25 and older, and relatively low participation from younger students. This suggests the program may be drawing more heavily from individuals seeking career entry or advancement rather than evenly representing all age groups within the district. Additionally, Hispanic and other racial/ethnic groups are underrepresented compared to their likely presence in the district population. Overall, while the program reflects the district in terms of serving diverse and economically disadvantaged populations, it is not fully representative, particularly regarding gender, age distribution, and some racial/ethnic groups.
	Review Results		
	Action		● Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.		The Medical Assistant Certificate program demonstrates continued alignment with institutional goals and regional workforce needs, supporting the decision to continue the program with minor improvements. Labor market data indicates steady demand for medical assistants, and strong employer partnerships confirm the program's relevance and effectiveness in preparing students for employment within the community. In addition, enrollment trends show stabilization and recent growth. While the program operates at a net cost, financial performance has improved over the review period, and opportunities exist to further increase cost-effectiveness. Overall, the program is meeting its core objectives and demonstrating value to students and the community, with manageable areas for improvement that do

			not warrant significant program modification.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.		1. **Establish dedicated funding for faculty professional development to sustain accreditation** - immediate action; continuous a. Identify requirements necessary to maintain active engagement with the American Association of Medical Assistants (AAMA) and accreditation compliance–including conference attendance, certification renewal, completion of required continuing education units, and annual dues. b. Evaluate revenue streams to pull funds in order to meet the above accreditation requirements–including, but not limited to division budget, Perkins V, additional grants, endowed chairs c. Establish immediate plan to fund/meet requirements for the program's spring 2027 benchmark checkpoint; prioritizing only those expenses tied to accreditation d. Establish a forward facing plan to fund these efforts throughout the next five-year review cycle 2. **Enhance recruitment & outreach efforts** - ongoing a. Expand marketing strategies to increase enrollment and improve representation, including targeted outreach to males, high school students, and underrepresented populations b. Maintain program Facebook page; soliciting additional followers and engagement; explore avenues of assistance for this c. Implement detailed plans through the college recruitment team to enhance high school and G.E.D. recruitment opportunities d. Discuss targeted cohort campaigns and promotion with the institution's redeveloped marketing department; cohorts could feature blocked scheduling for credit hour increase and student support 3. **Improve student completion** - begin 2026-27 academic year; continue through following academic years a. Review student accounts for current/recent Medical Assistant students to ensure the program is declared. Implement a plan through advising and faculty advisors to capture all program students moving forward. b. Continue increased collaboration with Student Services (Advising, TRIO, etc.) to provide early intervention, academic support, and resource connection for at-risk students c. Track data for targeted cohorts for course/cert completion as well as sense of belonging and student experience d. Continue assessing effectiveness of course modalities to ensure accessibility while maintaining student success outcomes 4. **Review program review process and data collection** - begin

			immediately; ongoing through completion a. Review program CIP codes through ICCB to ensure all degree/certificates within the Medical Assistant programs are aligned correctly b. Review SOC codes and workforce labor data for inclusion of accurate job roles for designated program c. Review course listings aligned with the program to ensure accuracy; utilize updated lists to pull accurate tuition/fee income and total credit hour data d. Define specific expenses for individual program; such as separation of faculty salary for classes/stipends outside of the designated program; allowing more accurate representation of program net income
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?		Program objectives are being met. No action steps required at this time.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?		Action steps to address equity gaps are being actively implemented and monitored through ongoing program and institutional efforts. The program has identified representation and completion gaps and is responding through targeted recruitment strategies, expanded outreach to underrepresented populations, and increased collaboration with Student Services, including Advising and TRIO, to support student success. Additionally, the college conducts regular disaggregation of enrollment and outcome data to identify equity gaps and guide decision-making. Support services, financial aid resources, and academic interventions are intentionally leveraged to assist disproportionately impacted students, particularly those who are Pell-eligible. While these efforts are ongoing and show progress in access and short-term retention, the program continues to refine strategies to improve completion outcomes and ensure equitable success across all student groups.
	Resources Needed		At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, the Department of Institutional Research & Reporting, the Finance Division, DACC Marketing Department, the college recruitment team, Advising, Dean of Student Services, and the Vice President of Academic Affairs.

			Additional resources–internally within the college and externally from the community–will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?		The Division Dean, with input from the program's lead faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Establish dedicated funding for faculty professional development to sustain accreditation** ○ Primary Responsibility: Division Dean ○ Assistance: Program Faculty, Finance Division, Institutional Grant Team 2. **Enhance recruitment & outreach efforts** ○ Primary Responsibility: DACC Marketing Department & College Recruitment Team ○ Assistance: Program Faculty, Adult Education (G.E.D.), Advising (cohort/block scheduling collaboration) 3. **Improve student completion** ○ Primary Responsibility: Program Faculty & Advising ○ Assistance: Division Dean, Dean of Student Services, TRIO, Assessment Champion 4. **Review program review process and data collection** ○ Primary Responsibility: Department of Institutional Research & Reporting ○ Assistance: Program Faculty, Finance Division, Vice President of Academic Affairs

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Small Business Ownership	Cert	39	520701	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**Program Outcomes/Objectives** This is a five-course certificate designed to help entrepreneurs. Currently, there are no set program objectives for this specific program. **Possible Occupations:** ● Small Business Owner/Entrepreneur ● Manager (General, Operational, Other)
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Currently, the extent to which program objectives are being achieved cannot be formally evaluated, as specific, measurable program objectives have not been identified for this certificate. As a five-course program designed to support entrepreneurs, the curriculum is intended to build practical skills and knowledge; however, there are no defined benchmarks or formalized outcomes in place to systematically assess achievement.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	*Past action items included:* 1. The Division Dean will work with the Illinois Small Business Development Center Director and the faculty who teaches the Basics of Business Start-up. This will begin Fall 2021. ○ This initiative was set to begin in 2021; however, it did not gain traction as there has been turnover in the part-time faculty teaching the course and the Small Business Development Center closed its campus location. The closest center is now located in Champaign, IL.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: ● Kalie Kilgore; Director of Institutional Research & Reporting ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Lead Instructor of Business Division K. Kilgore provided employment and institutional data. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving	Pre-requisites or placement scores were not analyzed as part of this review specifically.

	forward.	
	Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate totals 15 credit 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 October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following: ● ***General/Operations Managers:*** o *General/Operations Managers* show an annual compound growth within our region of 25% and .45% for Illinois. With a projected increase from 2022-2032 of 2.49% for the region and 4.56% for the state. o 2023 wage summaries for *General/Operations Managers in Danville, IL* show an annual range of $42,100 for entry level to $184,610 for experienced positions, with a $81,000 median. Wage summaries for *General/Operations Managers in Champaign/Urbana, IL* show an annual range of $45,000 for entry level to $208,410 for experienced positions, with a $91,760 median. ● ***Managers, all other:*** o *Managers, all other* show an annual compound growth within our region of .01% and .03% for Illinois. With a projected increase from 2022-2032 of .12% for the region and .25% for the state. o 2023 wage summaries for *Managers, all other in Danville, IL* show an annual range of $61,440 for entry level to $175,340 for experienced positions, with a $103,850 median. Wage summaries for *General/Operations Managers in Champaign/Urbana, IL* show an annual range of $72,330 for

		entry level to $122,090 for experienced positions, with a $207,190 median. * The EDR2 region 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?	Specific growth rates were not captured in the past review; however the demand seems to have remained constant as indicated in the 10yr data span above. Looking forward, positions are projected to increase at the rates indicated above.
	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.
	1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The institution maintains a consistent recruitment strategy across all programs to support a sustainable enrollment pipeline aligned with labor market needs. For the Small Business Ownership certificate, recruitment efforts should be focused on key populations including area high school students, local entrepreneurs and small business owners, and displaced or underemployed workers seeking to start or expand a business. Students may be recruited through a combination of outreach initiatives such as partnerships with local high schools, collaboration with workforce development agencies, engagement with small business and community organizations, and targeted marketing efforts.
	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 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 from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.

	1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review highlighted the need for the following actions/modifications: ● Program outcomes/objectives need to be identified and aligned with general education outcomes and course outcomes. ● Additional recruitment efforts to develop a strong pipeline of students focused on key populations including area high school students, local entrepreneurs and small business owners, and displaced or underemployed workers seeking to start or expand a business.
	Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
	2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency	The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Program-level total income (tuition, course fees, service income, and apportionment) is compared against total expenses, including salaries and benefits, instructional and operational costs, and equipment. External funding sources (e.g., grants and technology funds) are also considered to determine the net institutional cost. Key financial indicators—such as net income, net income percentage, and net income per credit (credit tuition equivalent)—are used to assess program sustainability and benchmark performance against similar programs across the institution. In addition, the college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency, to evaluate how effectively resources are utilized. A program is considered cost-effective when it demonstrates a balance of sustainable revenue generation, controlled expenses, and efficient delivery, while maintaining sufficient enrollment and credit production. Programs are periodically reviewed using these combined measures to inform planning, resource

<table>
<tr><td></td><td></td><td>allocation, and continuous improvement efforts.</td></tr>
<tr><td></td><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The primary cost to the institution associated with this program is a part-time adjunct salary for one course, BMGT 100 Basics of Business Startup. While no financial data was supplied for this specific cost, the amount is minimal. Adjunct faculty are paid as needed based on class enrollment. This would ensure a revenue stream of tuition/fees for the course as well. All additional courses within the program are taught by full-time faculty from other programs in the Business Division, resulting in no additional costs.

The table below indicates the program’s total enrollment for the current review cycle:.

<table><tr><td></td><td>FY21</td><td>FY22</td><td>FY23</td><td>FY24</td><td>FY25</td></tr><tr><td>Total Credits</td><td>19</td><td>21</td><td>21</td><td>16</td><td>14</td></tr></table>
Total enrollment spiked in FY22 and FY23; with a continued decrease the remaining two years.</td></tr>
<tr><td></td><td>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</td><td>The program is primarily funded through the institution’s general education fund and technology bonds. Revenue from tuition/course fees adds additional financial support.

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<tr><td></td><td>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)</td><td>The costs to students include tuition, course fees, and books. Student cost for this program is comparable to other CTE certificate programs within the business division.

The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, and student-worker or work-study positions. The institution has a generous scholarship fund. For the past five years, 100% of applicants were awarded some form of scholarship dollars, and over $1 million has been awarded annually. The Financial Aid office assists students in completing the FAFSA. However, it is important to note that this certificate does not meet the sixteen credit hour minimum and is not financial aid eligible. Many student-worker and work-study positions</td></tr>
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		are available on campus; great effort is given to place all applicants in working positions.
	2.5 How will the college increase the cost- effectiveness of this program?	As evaluated, the program is cost-effective, with minimal operational expenses and no immediate need for cost reduction. Maintaining low program costs is a priority in order to ensure accessibility for students, particularly those exploring entrepreneurship or transitioning in the workforce. To sustain cost-effectiveness, the college will continue to utilize existing institutional resources, including shared faculty and classroom space. Additionally, the program will emphasize efficient course scheduling and delivery methods to maximize enrollment and resource utilization.
	2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, based on the review of program cost, the following actions should be explored. ● A detailed financial report specific to the Small Business Ownership program income/expenses would be helpful in assessing true program cost for future reviews. ● To enhance student-affordability, financial aid eligibility should be explored for this certificate, which would require an increase of one credit hour to meet the 16 credit hour minimum.
	Indicator 3: Quality	**Response**
	3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Program courses are offered in traditional face-to-face, hybrid, and online formats. All courses offer a face-to-face component (either traditional or hybrid) and most courses are offered in an asynchronous online format as well. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment. Courses are offered in a variety of 16-week and 8-week formats. Some program courses are also offered during summer sessions. Program assessments and institutional data specific to modality success rates will be evaluated and compared, guiding any future changes.

	3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. 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 & Reporting and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms and labs. In addition, student evaluations are built into every course section each semester; this provides a level of faculty evaluation from the student perspective. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
	3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, the Small Business Ownership program is not an approved program of study under Perkins V at this time.

	3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The Small Business Ownership certificate does not currently meet the full definition of a career pathway program as outlined by ICCB. While the program provides valuable standalone skills for aspiring entrepreneurs, it is not currently part of a stackable sequence that leads to additional certificates or degrees, which is a key component of a formal career pathway. That said, the program does demonstrate alignment with select career pathway elements. Four of the five courses within the curriculum (MRKT 100, CBUS 104, CBUS 150, and BACC 100) are offered online and are accessible to dual credit students. In addition, MRKT 100, BACC 100, and CBUS 104 have been offered as dual credit courses in local high schools, providing early exposure to entrepreneurship and business concepts and supporting secondary-to-postsecondary transitions. Moving forward, the college will explore opportunities to strengthen alignment with career pathway elements, including evaluating options for stackability into related business programs.
	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?	The program has implemented several course-level innovations that contribute to student success and instructional quality. Across multiple courses, students are offered flexible delivery modalities (in-person, online, and hybrid), allowing them to select formats that best align with their learning preferences and schedules. Recently updated classroom spaces in both marketing and accounting have been redesigned as technology-enhanced, collaborative labs, providing hands-on, interactive learning environments that mirror real-world business settings. Faculty have also established strong partnerships with local industry professionals who serve as guest speakers, mentors, and project collaborators. These connections provide students with real-world insight, networking opportunities, and access to internships and scholarships. Additionally, the program incorporates adjunct instructors who are actively working in the field, along with full-time faculty who bring significant industry experience, ensuring that instruction remains current and career-focused. While these innovations occur at the course level rather than as a single program-wide initiative, they

		collectively enhance student engagement, applied learning, and workforce readiness.
	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 implementation within the Small Business Ownership certificate is well established and continues to support early access for high school students. Four of the five courses in the program (MRKT 100, CBUS 104, CBUS 150, and BACC 100) are offered online and are available to dual credit students, providing flexible access across multiple partner high schools. In addition, BACC 100, MRKT 100, and CBUS 104 have been actively offered as dual credit courses within local high schools, with enrollment varying by term based on school participation and student interest. Participation includes multiple area high schools, with courses delivered either online or in partnership with qualified high school instructors. These offerings allow students to begin building foundational business and entrepreneurship skills while still in high school. To strengthen the program, priority will be placed on expanding dual credit opportunities in high-demand courses such as MRKT 100, BACC 100, CBUS 104,and CBUS 150, as these provide core introductory knowledge applicable across business pathways. Additionally, the program will explore opportunities to increase high school partnerships and improve enrollment to support continued growth in dual credit participation.
	3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Currently, there are no official work-based learning opportunities available within the program. Looking to the future, program faculty could initiate conversations with the program's advisory board and other community partners regarding work-based opportunities, particularly in the primary entrepreneurship course: BMGT 100 *Basics of Business Startup*.
	3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, industry accreditation is not required for this program.

	3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No industry-recognized credentials are embedded within the program at this time.
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities are available at this time.
	3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, no program courses are articulated through the Illinois Articulation Initiative (IAI). Articulation agreements are in place for 3 or more Illinois schools for the following degree specific courses: ● CBUS 104 ● CBUS 150 ● MRKT 100
	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 additional partnerships have been formed during this review period.
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed during this review period.
	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?	Full-time and part-time faculty participate in professional development during the institution's fall and spring in-service. Faculty professional development hours are included in the in-service days. Planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching & 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.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
	3.17 What is the status of the current technology and equipment used for this program?	The program requires minimal specialized equipment; however, current technology and learning spaces have been intentionally updated to support student success. The classroom used for marketing courses has been recently renovated into a collaborative lab environment, featuring group workstations and integrated computer access to promote interactive, team-based learning. Similarly, the accounting classroom has been upgraded to include individual computer workstations for each student, allowing direct access to industry-relevant software during instruction. In addition to these facility improvements, individual courses incorporate innovative instructional technologies to enhance learning outcomes. For example, simulated internship experiences are embedded in MRKT 100, providing students with applied, real-world scenarios that strengthen practical skills and career readiness.
	3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. Annual program level assessments are also part of the institution's 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. However, the Small Business Ownership program has not been formally assessed as at the program level. Individual courses have only been assessed at course level and in affiliation with their primary program.

	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research & Reporting. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and student learning?)	Assessment of student learning is an ongoing cycle; changes within the program and courses are often initiated by the data collected from the assessment process. At this time, formal program-level assessments have not been completed for the Small Business Ownership certificate. Therefore, revisions such as curriculum updates or outcome revisions have not yet been systematically driven by program-level assessment results. Moving forward, the program will prioritize the development and implementation of formal program learning outcomes and an aligned assessment plan. This will include identifying assessment activities, collecting and analyzing student learning data, and using those results to inform curriculum improvements. Faculty will work collaboratively to review course-level assessments, identify trends in student performance, and make targeted adjustments to course content, instructional methods, and learning activities. Establishing this structured assessment process will support continuous improvement, strengthen student learning outcomes, and enhance overall program quality.
	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 institutional 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. Since many local employers reach out to C. Milam requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.

	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Currently, the Small Business Ownership certificate does not have a dedicated program advisory committee. As a result, there has been limited formal external input specific to this program's curriculum, outcomes, and alignment with industry needs. However, the program aligns closely with the Management program, and there are plans to incorporate the Small Business Ownership certificate into the existing Management advisory committee structure. This will allow the program to benefit from established industry partnerships and feedback from professionals in business and entrepreneurship-related fields. Moving forward, engagement can be improved by intentionally including agenda items specific to entrepreneurship and small business development within advisory committee meetings. This will provide opportunities for industry representatives to review curriculum, suggest relevant skills, and identify emerging trends. Strengthening this connection will help ensure the program remains current, responsive to workforce needs, and aligned with best practices in business education.
	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	At this time, there are no formal or structured employer engagement activities specific to the Small Business Ownership certificate in areas such as curriculum design, program review, student placement, or work-based learning opportunities. Moving forward, the program will explore opportunities to strengthen employer engagement by developing partnerships that can provide input on curriculum relevance, as well as potential mentorship, internship, or applied learning experiences for students.
	3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employer satisfaction with the preparation of students in this program is not currently collected at the program-specific level. However, in general, local employers have expressed satisfaction with the preparation of business students enrolled in the individual courses that comprise the certificate. Employer feedback is gathered through advisory committee meetings, informal conversations, and periodic surveys at the program or department level.

		Moving forward, the program will work to implement more targeted methods for collecting employer feedback specific to Small Business Ownership certificate students in order to better assess employer satisfaction and inform program improvement.
	3.25 What are the program's strengths?	Top program strengths include: ● Low-cost, high-efficiency program model ○ Minimal instructional costs; most courses taught by existing full-time faculty with one adjunct-supported course. ● Flexible course delivery ○ Multiple modalities offered (online, hybrid, face-to-face) and varied scheduling formats (8-week, 16-week, summer). ○ Supports working and non-traditional students. ● Dual credit access and early pipeline development ○ Four of five courses available online for dual credit; multiple courses already offered in local high schools (MRKT 100, BACC 100, CBUS 104), supporting early college exposure. ● Institutional support for affordability and access ○ Strong scholarship support and financial aid infrastructure. ○ Student employment opportunities available.
	3.26 What are the identified or potential weaknesses of the program?	Program weaknesses include: ● Lack of formal program-level outcomes and assessment ○ No defined program learning outcomes. ○ No structured program-level assessment system in place yet. ● Not yet a formal career pathway or Perkins Program of Study ○ Not stackable into a larger credential pathway. ○ Limited alignment with Perkins V career pathway requirements.

		● Limited employer engagement structure ○ No formal advisory committee dedicated to the program. ○ No structured employer involvement in curriculum design, placement, or work-based learning. ● Limited recruitment structure specific to the program ○ Recruitment strategies are general rather than program-targeted or data-driven. ○ Total program credit hours have declined the past two years.
	3.27 Did the review of program quality result in any actions or modifications? Please explain.	Program actions/modifications related to program quality include: 1. Define program level outcomes and align with general education outcomes and course outcomes 2. Begin formal program level assessment 3. Explore stackability with Management program 4. Define advisory committee program will fit under; establish employer involvement 5. Modified, program-targeted recruitment efforts

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
No additional barriers noted.

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		Small Business Ownership				
CIP Code		520701				
		Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled		19	23	21	16	14
Number of Completers		4	6	10	3	5
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.)		The above data reflects the Small Business Ownership Certificate enrollment and completion rates for the five-year review cycle. The program enrollment data was disaggregated by gender, race, Pell award status, accommodations status, and age range. If a student received Pell at any point during the fiscal year then they have been counted as awarded. A student is considered to have an accommodation if it is on file with Disability Services, whether or not they utilized the services within the fiscal year. The age of a student is determined at the beginning of a fiscal year. Students are not duplicated within a fiscal year, but may be duplicated throughout the fiscal years. The data showed students are mostly female, averaging 70.34% throughout the five-year span. Nearly half of students identify as white–with an average of 48%. However, there was a decrease in white students each year, ranging from 63% in 2021 to 29% in 2025. An average of 33% of students identify as black. 2025 was the most diverse year: 29% white, 29% black, 21% hispanic, 7% other, 14% unknown. The majority of students (57% average) are over the age of 25. 29% are between the ages of 20-25, and only an average of 15% of students are less than 20 years old. In the most recent year, 2025, 71% of students were over the age of 25yrs, and 0% of students were under the age of 18. With the exception of 2024 (when 87.5% were Pell eligible and 12.5% were not) the pell eligibility remains relatively even. In fact, in 2025, it was an even split with 50% receiving pell and 50% not. Only a small percentage, ranging from 0-7% with an average of 3.5% of students require accommodations. It is important to note, the last two years were the highest reported, 6.25 and 7.14% respectively.				
How does the data support the program goals? Elaborate.		First, the enrollment trends show strong participation among adult learners, with an average of 57% of students over the age of 25 and 71% in the most recent year. This indicates the program is successfully serving individuals who are likely seeking to start, grow, or transition into small business ownership				

		later in life—an important target population for entrepreneurship education. Second, the demographic data reflects increasing diversity over the five-year period. While the program initially served a higher percentage of white students, there has been a steady shift toward a more balanced racial composition, with 2025 representing the most diverse cohort. This suggests the program is improving in its ability to reach and engage underrepresented populations, supporting broader institutional goals related to equity and access. Additionally, the relatively even distribution of Pell-eligible students indicates the program is accessible to individuals across varying socioeconomic backgrounds. This aligns with the goal of reducing barriers to entry and supporting students who may benefit most from career-focused credentials. The consistently high percentage of female students (averaging over 70%) further suggests the program is effectively engaging women in entrepreneurship, which may reflect both student interest and the program's relevance to this audience. Finally, while the percentage of students requiring accommodations remains relatively small, the slight increase in recent years may indicate improved awareness and reporting, as well as the program's ability to support a broader range of student needs. Overall, the data suggests the program is meeting its goals of accessibility, inclusivity, and workforce alignment, while also showing positive trends in reaching a more diverse student population over time.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.		Yes—while the data shows several positive trends, it also reveals gaps and areas for continued attention. One clear enrollment gap is the limited participation of younger students. On average, only 15% of students are under the age of 20, and in 2025 there were no students under 18. This suggests the program is not yet strongly connected to high school or direct dual credit pipelines, representing an opportunity for growth. There is also a gender imbalance, with females making up over 70% of enrollment. While this reflects strong engagement among women, it may indicate a gap in attracting male students. A potential access and support gap exists in relation to accommodations. Although only a small percentage of students (3.5% on average) report accommodations, the increase in recent years may indicate improved awareness, but could also suggest that some students who need support are not formally identifying. Looking at completion data in relation to enrollment, there is evidence of a potential retention and completion gap. Enrollment over the five-year period

		shows a gradual decline (19, 23, 21, 16, 14), while the number of completers fluctuates (4, 6, 10, 3, 5). When viewed proportionally, completion rates appear inconsistent. For example, 2023 shows the highest number of completers (10 out of 21), suggesting stronger persistence that year. However, this is followed by a notable decline in 2024 (3 completers out of 16 enrolled), with only a slight recovery in 2025 (5 out of 14). This variability indicates that student progression through the program is not stable year to year. These fluctuations may point to challenges in retention, course sequencing, student support, or external factors impacting students' ability to complete the certificate. Additionally, the overall downward trend in enrollment combined with inconsistent completion outcomes suggests a need to evaluate both recruitment and persistence strategies.
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.		The college is actively working to address identified gaps in enrollment, retention, and completion at an institutional level. To address the enrollment gap among younger students, the college is working to strengthen partnerships with local high schools and expand dual credit and early college opportunities. Increased outreach efforts, including program awareness campaigns and clearer pathways into the certificate, are intended to better connect high school students to entrepreneurship education. In response to inconsistent completion rates, the college is evaluating opportunities to provide stronger student support, including improved advising, early identification of at-risk students, and more intentional check-ins throughout the program. These efforts aim to help students stay on track and successfully complete the certificate. To address equity and access gaps, the college will continue targeted outreach to underrepresented populations and monitor demographic trends to ensure the program remains inclusive. Efforts are also being made to increase awareness of available student support services, including Disability Services, to ensure all students have access to the resources they need.
Are the students served in this program representative of the total student population? Please explain.		The students served in the Small Business Ownership Certificate are representative in some areas, but not fully reflective of the overall student population. In terms of age, the program is less representative, as it primarily serves non-traditional students. With an average of 57% of students over the age of 25—and 71% in the most recent year—the program skews older than the typical college population, which often includes a larger proportion of students under the age of 25. This suggests the program is particularly attractive to adult learners, but less so to younger students. Regarding gender, the program is also not fully representative. Females make

			up over 70% of enrollment, indicating a strong skew compared to the general student population, which is typically more balanced. In terms of race and ethnicity, the program has become more representative over time. Earlier years showed a higher concentration of white students, but recent data—particularly from 2025—reflects a more diverse student population with more balanced representation across racial and ethnic groups. This suggests progress toward aligning with the broader student population and institutional equity goals. For socioeconomic status, as measured by Pell eligibility, the program appears to be relatively representative, with a fairly even distribution of Pell and non-Pell students in most years. This indicates the program is accessible to students from a range of economic backgrounds. However, students with accommodations are represented at a lower rate (averaging 3.5%). Overall, while the program demonstrates strengths in serving adult learners and increasingly diverse populations, it is not fully representative of the broader student body in terms of age and gender.
	Are the students served in this program representative of the district population? Please explain.		The students served in the Small Business Ownership Certificate are partially representative of the district population, but not fully aligned in several key areas. In terms of age, the program is not fully representative of the broader district population. The majority of students are over the age of 25, indicating the program primarily serves adult learners rather than recent high school graduates. While this aligns well with individuals seeking to start or grow businesses, it suggests limited engagement with younger populations within the district. Regarding gender, the program is also not fully representative. With over 70% of students identifying as female, there is a clear gender imbalance compa In terms of race and ethnicity, the program has become more reflective of the district population over time. The most recent data shows a more balanced and diverse student population, including increased representation of Black and Hispanic students. For socioeconomic status, the relatively even distribution of Pell-eligible and non-Pell students indicates the program is accessible to individuals across income levels, which supports alignment with the broader district. However, participation among individuals requiring accommodations remains low, which may indicate underrepresentation or underreporting compared to the district population. Overall, while the program shows positive movement toward reflecting the

			district's racial and socioeconomic diversity, it is less representative in terms of age and gender. These gaps highlight opportunities for expanded outreach and engagement to better align the program with the full district population.
	Review Results		
	Action		☐Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.		The program review resulted in a Significant Modification action due to several foundational gaps that limit its alignment with institutional, state, and HLC expectations. While the program provides valuable entrepreneur skills and demonstrates strengths in instructional delivery and labor market needs, key foundational elements are not yet fully established. Specifically, the program currently lacks formal program-level learning outcomes, a structured assessment plan, and systematic use of assessment data for continuous improvement. In addition, the program is not aligned with career pathway program requirements and lacks stackability and clear entry/exit points that would allow students to seamlessly transition into related programs. The absence of a dedicated advisory committee also limits consistent external input; moving forward, the program will need intentional engagement, either through the development of its own advisory group or integration into an existing committee. These factors collectively indicate the need for significant modification to strengthen program structure, improve alignment with career pathway expectations, and enhance student progression, employer connection, and overall program coherence.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.		1. **Define and align program framework** - immediate action; continuous a. Identify and formally document program-level outcomes b. Align program outcomes with general education outcomes and individual course outcomes c. Begin formalized program-level assessment process d. Explore stackability into other certificates/degrees e. Align program data reports for program reviews to correct financial reports, etc. for accurate reporting

			2. **Strengthen employer and advisory engagement** - begin 2026-27 academic year; ongoing a. Define the appropriate advisory committee and program structure alignment b. Establish consistent employer involvement in program design, review, and assessment 3. **Enhance recruitment and enrollment pipeline** - begin 2026-27 academic year; continue through following academic years a. Implement targeted recruitment strategies focused on key populations: i. Area high school students ii. Local entrepreneurs and small business owners iii. Displaced or underemployed workers seeking business development opportunities b. Expand program-specific marketing and outreach efforts to strengthen general student pipeline 4. **Improve financial accessibility** - begin immediately; ongoing through completion a. Explore financial aid eligibility for the certificate b. Investigate increasing total credit hours to 16 to meet financial aid minimum requirements
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?		Currently, the Small Business Ownership Certificate does not have defined or documented program objectives. As a result, it is not yet possible to fully assess alignment between outcomes and stated objectives. As an immediate action step, the college will prioritize the development and formal approval of clearly defined program objectives for the certificate. This will include collaboration among faculty, academic leadership, and industry advisory stakeholders to ensure the objectives reflect both academic standards and current workforce expectations for small business ownership and entrepreneurship. Once drafted, these objectives will be reviewed for alignment with course content, program outcomes, and industry needs. They will also be mapped to existing courses to ensure intentional skill development and measurable student learning outcomes across the program. In summary, the immediate focus is on establishing clear, measurable program objectives, which will then serve as the foundation for ongoing assessment, improvement, and accountability for the certificate.

	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?		Current data shows positive movement toward improved equity outcomes, particularly in racial and ethnic representation and pell eligibility, with the most recent year reflecting a more balanced and diverse student population compared to earlier years. Action steps to address equity gaps are being actively implemented and monitored through ongoing program and institutional efforts. The college conducts regular disaggregation of enrollment and outcome data to identify equity gaps and guide decision-making. Support services, financial aid resources, and academic interventions are intentionally leveraged to assist disproportionately impacted students, particularly those who are Pell-eligible.
	Resources Needed		At this time, known resources needed are as follows: The Dean of Business & Technology, program faculty, the Department of Institutional Research & Reporting, the Finance Division, DACC Marketing Department, the college recruitment team, Advising, Dean of Student Services, and the Vice President of Academic Affairs. Additional resources–internally within the college and externally from the community–will be referenced as needed.
	Responsibility Who is responsible for completing or implementing the modifications?		The Division Dean, with input from the program's lead faculty, will work to manage the timeline and action items determined from the review. Below is an outline of projected responsibility in correlation to the action items listed above: 1. **Define and align program framework** ○ Primary Responsibility: Division Dean ○ Assistance: Program Faculty, Assessment Champion; Director of Institutional Research & Reporting 2. **Strengthen employer and advisory engagement** ○ Primary Responsibility: Program Faculty ○ Assistance: Division Dean 3. **Enhance recruitment and enrollment pipeline** ○ Primary Responsibility: DACC Marketing Department & College Recruitment Team ○ Assistance: Program Faculty, Division Dean 4. **Improve financial accessibility** ○ Primary Responsibility: Program Faculty ○ Assistance: Division Dean, Office of Financial Aid, Curriculum Committee

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 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
Tractor Trailer Driver	C	11	490205	Tractor Trailer II Class B CDL Training

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Students will successfully complete the General Knowledge, Air Brake, and Combinations written permit tests at the Licensing Bureau. • Students will effectively control and maneuver the tractor trailer within various locations such as the interstate, urban, and rural areas. • Students will demonstrate safe and professional driving skills and backing maneuvers, while recognizing, avoiding, and solving hazardous driving situations. • Students will develop effective interpersonal communication strategies appropriate to workplace, including any regulatory guidelines indicated within the industry.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews. Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The college has continued to look at all possible funding opportunities to continue to update our equipment utilized for this program.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: • Kailie Kilgore: Director of Institutional Research & Reporting • Pete Powell: Coordinator • Terri Cummings: Dean of Business and Technology • Brandy Marron: Associate Professor/Lead Instructor of Business and Technology K. Kilgore provided employment and institutional data. P. Powell provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. B. Marron compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following participants contribute to the review process in some form: • Student Services Team – advisors and other student support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals. • Students – student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	A DOT physical, drug screen, copy of motor vehicle record, certified copy of birth certificate and driver's license that cannot expire in 6 months are required to enroll in the program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor	As of October 2025, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2020 and 2030:

<table>
<tr><td>market information.</td><td>
<table>
<tr><td>Std Occ Class (SOC)</td><td>EDR2</td><td>IL</td></tr>
<tr><td>Career/Technical Education Teachers, Postsecondar</td><td>-0.39%</td><td>-0.01%</td></tr>
<tr><td>Heavy and Tractor-Trailer Truck Drivers</td><td>-0.21%</td><td>0.42%</td></tr>
<tr><td>Light Truck Drivers</td><td>-0.15%</td><td>0.87%</td></tr>
<tr><td>Bus Drivers, School</td><td>-0.58%</td><td>0.34%</td></tr>
<tr><td>Bus Drivers, Transit and Intercity</td><td>0.23%</td><td>0.45%</td></tr>
<tr><td>Shuttle Drivers and Chauffeurs</td><td>-0.08%</td><td>0.83%</td></tr>
</table>
*The Economic Development Region 2 consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.
</td></tr>
<tr><td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td><td>The annual growth above spans from 2022-2032.</td></tr>
<tr><td>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</td><td>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</td></tr>
<tr><td>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</td><td>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for the Tractor Trailer program comes from the incumbent workers and displaced employees. Currently, additional efforts are being made to recruit students such as marketing on live radio shows and social media posts. There are opportunities with the video/audio department to record a promotional video to use on multiple platforms.</td></tr>
<tr><td>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</td><td>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board. The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated during the annual meeting) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, various student services staff, and faculty from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</td></tr>
<tr><td>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</td><td>No changes are needed at this time. The program will be moving away from manual trucks to automatic trucks due to industry changes and to cut down maintenance costs for the program. We are also in the process of working with the Secretary of State to change where our students are tested for their CDL. Soon our students will be tested by the state examiner on the DACC CDL lot rather than at the DMV.</td></tr>
<tr><td>Indicator 2:
Cost Effectiveness (see ICCB and</td><td>Response</td></tr>
</table>

<table>
<tr><td>system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</td><td></td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
Costs to the institution associated with this program
How costs compare to other similar programs on campus
How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
Revenue Analysis
Student to faculty ratio
Course/section fill rates
Enrollment trends
Credit hours earned year to year
Scheduling efficiency</td><td>The institution evaluates the cost-effectiveness of CTE programs through an integrated analysis of financial performance and instructional efficiency. Total program income consists of tuition, course fees, service income, and apportionment. This is compared to total expenses, including salaries and benefits, instructional and operational costs, and equipment.

This program is funded through general education funds, technology bonds and tuition/course fees.

The college incorporates productivity and efficiency metrics, including student-to-faculty ratios, course/section fill rates, enrollment trends, credit hours generated annually, and scheduling efficiency to evaluate how to effectively allocate resources.

The following table displays the net income percent for the Tractor Trailer program for the past 5 years:

<table><tr><td>Fiscal Year</td><td>Credit Hours</td><td>Net Income Percent</td></tr><tr><td>2021</td><td>557</td><td>-26.4%</td></tr><tr><td>2022</td><td>475</td><td>-20.2%</td></tr><tr><td>2023</td><td>179</td><td>-69.1%</td></tr><tr><td>2024</td><td>761</td><td>45.5%</td></tr><tr><td>2025</td><td>793</td><td>55.7%</td></tr></table></td></tr>
<tr><td>2.2 What are the findings of the cost-effectiveness analysis?</td><td>The primary costs to the institution associated with the Tractor Trailer program include faculty salary and benefits package. Base salary/benefit costs for a full-time instructor is comparable to other CTE program instructors including Welding, Electronics Technology, and Automotive Technology. Additional costs include instructional supplies,</td></tr>
</table>

	continued training and professional development, equipment purchases, and software subscription fees are various charges that occur for the program.
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. Grant funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable to other CTE programs on campus. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund – 100% of applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	We will continue to identify ways to save money on purchases, repairs, etc.. We currently utilize our maintenance department to provide any labor, when possible. We also have purchased trucks instead of leasing as we had done in the past. This will prove to save us some money.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time. The college will continue to pursue foundation donors and monitor student affordability and program costs.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The theory, or classroom, portion of the program is delivered online and the behind the wheel training is taught in-person. The success rate is very high, 100% in the theory portion for those that choose to complete it. Behind the wheel has a success rate of 98% for those who choose to test.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Pete Powell is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Tractor Trailer program met Perkins V program of study requirements and was approved as a Perkins V program of study. Instructors are constantly reviewing courses to assure rigorous academic standards. They also work closely with industry partners to ensure the academic and technical knowledge the students are mastering will enable them to gain employment opportunities. They are very in tune to the needs of the community.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this is a 6-week program that allows students to obtain their CDL and secure employment, in many instances, immediately. We also work very closely with the Vermilion County Works and our American Job Center.
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?	Due to the nature and legal requirements, at this time we are unable to offer dual credit opportunities or participate in the College Express 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?	An imitation dock has been constructed in our lot to train students on that particular skill/procedure. Backing to a dock is used daily by most truck drivers. Recruiters come into the class often to talk with the students about job opportunities/openings. Students are well informed.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	It is not required but students are eligible to take CDL examinations after program completion.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	None are required

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	We do not have a formal apprenticeship program, but companies routinely send employees to take our training program and return to work.
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.	All of our Class A and B students test at the DMV by the state examiner. We have approximately 30 Class B students each year and 100% of them pass the exam. We have an average of 40-50 Class A students each year, and 95% of the Class A receive their CDL A license. Those that do not pass either drop our or fail the drug screening.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Workforce Development located in Champaign County and Iroquois County are now sending students to our program. Multiple townships, such as Hoopeston, Rantoul, Milford, Champaign, and Urbana, are sending Class B students to enroll. Companies such as AutoZone and McLane send students on a regular basis.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The current faculty member participates in 2 or more professional training/development courses per year. This allows our program to continue providing the most modern technology in this industry. All faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest. In addition to in-service, the college is in the process of creating a Teaching and Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provided various informational videos for faculty to be accessed in real-time when needed most.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	Our 2 Class B trucks are both doing well and are in good condition. We have an automatic semi tractor in good condition. Our two manual trucks have reached an age in which they need to be replaced. They are working, but tend to need repairs quite often. We are in the process of replacing them with new automatic trucks that align more with the equipment that students would see on the road.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams and hands-on problem-solving activities. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners. Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process. The Federal Entry Level Driver Training requirements have resulted in many changes to our program. Our theory portion is online to give us more time inside driving the trucks. We do some in class training to go deeper into log books, map training, and FMCSR study. Our yard/behind the wheel training now includes a revised pre-trip study, line stop, and more in depth parallel training.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation. In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, work-based learning, employment trends, as well as other topics. Advisory meetings are usually well attended.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Course offerings are in line with the skills needed in the industry. Exceptional rapport and connection with local employers. Faculty are industry professionals with extensive experience in the field.
3.26 What are the identified or potential weaknesses of the program?	Newer trucks will be needed soon due to ages and changes in technology.
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	Tractor Trailer

CIP Code	490205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	46	43	74	61	66
Number of Completers	34	38	57	49	39
Other (Please identify)	FY2021	FY2022	FY2023	FY2024	FY2025
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 (83.72% - 94.59%) for the years reviewed. Most of the students (40.54% - 52.17%) identify as white. The number of African American students ranged from 4.05% - 23.91%, and Hispanic students ranged from 0%. – 8.7%. The majority of students are over the age of 25, from 63.04% - 76.74% throughout the five years. Students age 20-25 ranged from 16.67% - 34.78%. In the years reported, the number of students under the age 20 has been low (1.35% - 7.58%). During the five year span, the pell eligibility ratio has ranged from 0% in FY23, FY 24, and FY25 to 4.35% in FY21. No students required accommodations in the past 5 years.				
How does the data support the program goals? Elaborate.	The goal of the program is to prepare students to enter the workforce. 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 and a portion of our students being employed full-time.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The individuals in this program were overwhelmingly white, male, and over the age of 25.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college works very closely with Vermilion County Works and the American Job Center to provide wrap around backing/assistance so students can be successful.				

Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. It is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and continue to work on.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of high schools that we serve.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Throughout its 20+ year history, the Tractor Trailer Driver Program has remained true to its goals and objectives of providing a quality, cost-effective training program that meets the needs of the residents of DACC's district. There is a recognized need for well-trained Tractor Trailer Drivers and DACC continues to answer this need for its district.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We will continue to look at all possible funding options available to us so we can continue to update our equipment.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are continuing to market to underserved students. Program faculty refer qualifying students to support servies for additional support and resources. This department can provide wrap-around backing/assistance so students can be successful.
Resources Needed	Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community/interactions for the students to aid us with retention. Staying Current – As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.

Responsibility Who is responsible for completing or implementing the modifications?	The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources – internally within the college and externally from the community – will be referenced as needed.

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	FY2022-2026
Discipline Area:	Social and Behavioral Sciences
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	Upon completion of 9 credit hours in the social and behavioral sciences students will be able to: - Demonstrate college level writing and oral presentation skills using appropriate citations and vocabulary pertinent to the discipline. - Apply social science methodologies to synthesize and analyze quantitative and qualitative data. - Identify and use credible online reference tools to research topics in the discipline. - Differentiate between various cultural values and defend fact-based opinions on issues related to cultural awareness.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Each of the program outcomes ties back to one of the College's four general education outcomes: communication, critical thinking, technology, and cultural awareness. The College assesses one general education outcome each year at the course, program and institutional levels. A standard rubric developed and approved by faculty is used at the course level to assess the learning outcome(s) tied to the program outcome that is linked to the general education outcome being evaluated. Rubrics are attached to individual student identification numbers which allows for the data to be disaggregated. The raw data is submitted to the Institutional Research office, which collates and disaggregates the data and sends it back to the respective faculty, dean, assessment committee, and other parties as needed. The data is used to generate program level assessment reports.

How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	DACC is a comprehensive community college. Providing general education is central to the College's mission. The College offers 33 associate degrees and 51 certificates. The associate degrees and a few of the certificates require a specific number of credit hours in the social and behavioral sciences. The Associate in Arts and Associate in Fine Art in Art Education degrees require students to complete 9 credit hours in social and behavioral sciences. The Associate in Science and Associate in Fine Arts in Art degrees require 6 credit hours in social and behavioral sciences. The Associate in Engineering Science degree requires 3 to 6 credit hours in social and behavioral sciences, while the Associate in General Studies degree requires 3 credit hours. Every Associate of Applied Science degree requires a minimum of 15 general education credit hours, 9 of which may come from the social and behavioral sciences, depending upon the program. Most certificates do not require social or behavioral science credit hours; however, the General Education Core Curriculum Certificate requires 9 credit hours in the social and behavioral sciences and the Criminal Justice, Early Childhood Education, and Level 1 Nursing certificates all require social or behavioral science credit hours.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	All of the subgroups met or exceeded the overall success rate for the course. Focusing on the learning outcomes will verify the students are learning what is expected in the course. Assessment data should be disaggregated by subgroups to see if learning outcomes are being achieved by all subgroups at comparable rates.

Review Analysis

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

Indicator 1: Need	**Response**

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Every year Academic Counselors and Deans participate in meetings with representatives from four-year institutions throughout the state. At these meetings those representatives outline changes to their curricula and changes that the College needs to make to be in alignment with those changes. The CAO and CSSO both participate in regular meetings at the state level where changes to curriculum are discussed. The Transfer Articulation Coordinator receives updates from IAI and other entities about curricular changes and advises the appropriate individuals on campus about these changes. Occasionally changes are made at the state level and ICCB/IBHE notify the appropriate individuals at the College, usually the CAO and/or CSSO. Changes are discussed at the Academic Affairs office meetings, as well as at the Curriculum Committee meetings. Often the faculty members themselves suggest changes that need to be made. When it is determined that changes need to be made, those changes come from the faculty member to the appropriate dean, to the Academic Affairs office, to the Curriculum Committee, to the VP of Academic Affairs, and from there to the DACC Board of Trustees, IAI, ICCB, IBHE, HLC, and/or other accrediting body as required.
1.2 How will students be informed or recruited for this discipline?	The Social and Behavioral Sciences program at DACC includes courses from anthropology, economics, geography, history, political science, psychology, and sociology. Course descriptions are easily available on the DACC website, as are the catalog, semester schedules, and curriculum guides for all degrees. Individual faculty members make YouTube videos that introduce students to their courses and their subject area. Counselors advise students as to what they must take from this discipline to meet their degree requirements.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	Nothing major was added to or deleted from the discipline. Faculty continued to collaborate with local social services agencies to encourage students to go into the mental health field in an effort to meet the need for mental health professionals locally and nationwide.

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The College offers 34 courses in this discipline. The courses with the highest need and the total number of students enrolled in them over the five-year review period were: PSYC 100 Introduction to Psychology (1953) SOCY 100 Introduction to Sociology (1232) POLI 150 American Government (521) HIST 152 U.S. History since 1865 (501) HIST 151 U.S. History to 1865 (349) All of these were down from the previous review when the numbers wee 2510, 1598, 721, 651, and 668, respectively. U.S. History to 1865 was more popular then than U.S. History since 1865.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The primary costs associated with this discipline are salaries and benefits. Classes are lecture based and there is little cost in terms of technology other than the computer, projector, SmartBoard, and LMS platform provided for all programs offered by the College. Faculty salaries at approximately $500,000 for full- and part-time instructors are in alignment with that of other transfer disciplines. Benefits for full-time faculty at just over $50,000 are also in alignment with that of other transfer disciplines. They are higher than the salaries and benefits for career/technical programs because there are 5 full-time faculty in this discipline, compared to one full-time faculty member in most career/technical programs. In addition to the 5 full-time faculty, there are generally 5-10 part-time faculty teaching courses in this discipline.
2.2 What steps can be taken to offer curricula more cost-effectively?	Considering the credit hours generated by this discipline and the relatively low cost to offer the courses, little can be done to offer curricula more cost effectively. Some of the full-time faculty teaching in this discipline have been with the College for many years so they make more than faculty member who have been hired more recently.
2.3 Is there a need for additional resources?	This program has sufficient resources to meet the needs
Indicator 3: Quality	**Response**

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Most of the courses in the discipline are offered face-to-face, online, and hybrid. Many of the courses are offered in accelerated formats of 3, 7, 10 and 12 weeks, in addition to the traditional 16 weeks. Some courses are being offered in 8 week formats opposite each other, so students take one course the first 8 weeks of the semester and then another class the second eight weeks.
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?	At the end of each semester the Institutional Research office provides to the appropriate dean the success rates for every course taught that semester. The data is broken down by section and by delivery method, which includes traditional college, online/hybrid, dual credit, and Danville Correctional Center classes. Previously the College had a laptop loan program but that ended two or three years post COVID. Students use their phones in ways previously unimagined. The College moved from BlackBoard to Canvas, which is a much friendlier platform for students using their phones to access coursework and services. The College maintains several computer labs on campus that are available for student use.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Each year the dean observes full-time faculty members in the face-to-face classroom or online, as appropriate and completes a standard evaluation form used across campus. Either the dean or lead instructor in the discipline observes part-time faculty and completes a standardized evaluation form used across campus.

3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Every full-time faculty member receives a $400 professional development stipend each year that can be used to defray the cost of attending conferences, trainings, and seminars held in person or online. These funds can also be used for professional memberships and/or for resources. In additional to this stipend faculty can apply for one of several Endowed Chair awards offered each year. Part-time faculty are invited to attend the Part-time Faculty Academy, which is held four times each year, and mirrors professional development activities provided to full-time faculty during in service days each semester. The dean may also approve other professional development opportunities for part-time faculty, depending on need and availability of funds. All faculty members are provided training on the College's LMS and have resources available through the newly created Teaching and Learning Center on campus. The College maintains membership in the National Institute for Staff and Organizational Development (NISOD). This organization provides a variety of high qualify, relevant professional development opportunities that are available free or at a relatively small cost to members.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Due to retirements and positions not being filled immediately, there are currently only 3 full-time faculty members in this discipline. All 3 have been involved in one or more IAI panel reviews for courses in this discipline since the last review.
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?	Faculty are encouraged to submit electronically a Retention Alert/Student Care report form for any student appearing to be at risk of not being successful in a course. Faculty have been provided extensive training on what constitutes at risk behaviors (such as missing more than 2 classes in a row, not responding to faculty outreach efforts, a change in behavior). An individual from the Student Services division will follow up with these students, as will the faculty members. Faculty can also refer students to the TRIO Student Support Services program, the Writing Center or other tutoring center on campus, and the DACC Food Pantry. Faculty can refer students directly to professional personal counselors in the Academic Advisement office or provide them information about 211, the number to call to be linked to a variety of resources throughout the district and the state.

3.7 To what extent is the discipline integrated with other instructional programs and services?	The Social and Behavioral Sciences program is housed in the Liberal Arts Division, along with Arts & Humanities, Communications, Criminal Justice, Early Childhood Education, and Culinary Arts. The Writing Center and the Library report to the Dean of Liberal Arts. Because all of these programs and services are located in close proximity to each other, they provide coordinated services to the students enrolled in their courses.
3.8 What does the discipline or department review when developing or modifying curriculum?	The department looks at labor market data, updates from four-year institutions, changes at IAI, ICCB, HLC, and new state and federal mandates.
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?	Course retention and/or success rates are reviewed each semester and over time. Attention is given to how the course is offered (face-to-face, online, on campus, at a high school, at the Danville Correctional Center) and if more than one instructor teaches the course. Sometimes it becomes clear the modality seems to be a factor. Other times it appears the low rates may be tied to the instructor. Occasionally it is determined that the textbook is too advanced for the course. From time to time it is just a fluke, an aberration. Continuously reviewing the data and being willing to ask the hard questions is critical to addressing low retention and/or success rates.
3.10 How does the college determine student success in this discipline?	At DACC success is defined as the student has received an A, B or C in the course.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality did not result in any actions or modifications to the curriculum, but it did reinforce the need to strengthen the assessment processes for this program to assure program outcomes are being met. It also reinforced the need to make more data easily available to data users. One step the College has taken is the implementation of Watermark to report and analyze assessment data.

List any barriers encountered while implementing the discipline.
There haven't been any barriers to implementing this discipline. The College has highly trained, competent faculty teaching the courses. The College has adequate facilities, software and hardware to offer the program. Grant funds were used to purchase a HyFlex system that is set up in one of the classrooms used for several social and behavioral sciences classes. The goal is to collaborate with one or more area high schools who have HyFlex systems also and offer some courses taught on the College campus to students in their high school classrooms.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	ANTH 103 Anthropology				
Course Description	Introduction to the nature of the human race, its, development and relationship to the physical and, social environment today and in the past; a 4,fields survey of the universal and variable, elements in biological and cultural anthropology, archaeology, and linguistics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	16	10	6	5
Credit Hours Produced	57	48	30	18	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	63.16%	56.25%	80%	50%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S1 900N				
How does the data support the course goals? Elaborate.	The overall success rate for this course was only 66%. This low rate suggests a third of the students were not learning what they needed to learn in this class.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males were more successful than females (76% to 55%); Whites and Blacks were comparable at 59.2% and 57.14%; PELL eligible were more successful than				

	non PELL eligible (83% to 55%)

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences
Course Title	GEOG 134 World Regional Geography
Course Description	A thematic or regional introduction to the basic concepts of how world regions are constructed or classified. Using spatial analysis of both, traditional and digital maps factors will be explored to assess how regions evolve, change over time, and are classified. Concepts will explore, both developed and undeveloped regions connecting both human and physical geographical factors shaping and defining the classification of regions and interrelationships between them

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	58	48	46	30	27
Credit Hours Produced	174	144	138	90	81
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.1%	89.58%	97.83%	86.6%	85.19%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S4 906N				

How does the data support the course goals? Elaborate.	The high success rate suggests students were learning what they needed to learn in this course.
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility.

	Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates for males and females and PELL eligible and non PELL eligible students were consistent. The success rates for white students 93.6% and Hispanic students (100%) were higher than for students who were Black (71.43%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 111 Western Civilization I				
Course Description	The history of the Western world, including the, origins and development of its peoples and cultures. Part I typically ends c. 1500-1650.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	44	69	38	18	20
Credit Hours Produced	132	207	114	54	60
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.18%	92.75%	97.37%	100%	95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S2 902, H2 901				
How does the data support the course goals? Elaborate.	The consistently high success rates suggest students learned what they needed in this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were				

	disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates across all subgroups were consistently high ranging from 100% for PELL eligible students to 85% for Hispanic students.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 112 Western Civilization II				
Course DescriptionTT	The history of the Western world, including the origins and development of its peoples and cultures. The continuation of Western Civilization I.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	40	40	41	32	22
Credit Hours Produced	120	120	123	96	66
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.5%	92.5%	97.56%	90.63%	95.45%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S2 903, H2 902				
How does the data support the course goals? Elaborate.	The consistently high success rates suggest students learned what they needed to know in this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were				

	disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates for all subcategories were consistently high, ranging from 94.29% for students who were White down to 88.89% for Hispanic students.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences
Course Title	HIST 151 History of U.S. to 1865
Course Description	Examination of American society from its colonial and indigenous foundations through the Civil War era, with emphasis on periods of conflict and change

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	74	77	55	61	82
Credit Hours Produced	222	231	165	183	246
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.14%	88.31%	85.45%	83.61%	91.46%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S2 900, H2 904				

How does the data support the course goals? Elaborate.	The consistently high success rates suggest students learned what they needed to be successful in this course.
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections.

	The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates for male and female students were nearly equal at 86.25% and 87.83%. White students were much more successful (91%) than either Black students (61.9%) or Hispanic students (60%). PELL eligible were less successful (81.63%) than non PELL eligible students.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 152 History of U.S. Since 1865				
Course Description	An appraisal of American society in a world context from the post-Civil War era to the present. Emphasis on topical and thematic analysis in a chronological framework.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	99	94	90	108	111
Credit Hours Produced	297	282	270	324	333
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.87%	85.11%	83.33%	77.78%	90.99%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S2 901, H2 905				
How does the data support the course goals? Elaborate.	The consistently high success rates suggest students learned what they needed to be successful in the course. While the percentage in year 4 was lower than the other years, it was still acceptable at 77.78%				

What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates for males and females were consistent at 82.5% and 86.57%. The success rates for White and Hispanic students were consistent at 87.47% and 85% but much higher than the rate for Black students (62.5%). Non PELL eligible students were more likely to be successful (87.38%) than PELL eligible students (74.49%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 160 History of Illinois				
Course Description	Examination of the development of Illinois as a modern midwestern state in its national and international context. An opportunity to develop research skills in history in connection with local history.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	37	16	30	28
Credit Hours Produced	60	111	48	90	84
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65%	81.08%	81.25%	80%	75%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIU/C 7/21 In current review cycle	Roosevelt 7/21	SIU/E 4/21	UIUC/UIC 4/21	Bradley 4/21
How does the data support the course goals? Elaborate.	The overall success rates for years 2-4 at 80% or higher and for year 5 at 75% suggest students learned what they needed in this course. The low 65% success rate for year 1 suggests at least two thirds of the students learned what they needed in this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males were more successful (87.5%) than females (72.22%). White (78.3% and Hispanic (100%) students were more successful than Black (66.67%). PELL and non Pell eligible were comparable at 77.78% and 76.74%).				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 190 African American History				
Course Description	Introduction to the African American experience in the United States from the colonial era to the present. It covers the history and culture of African-Americans, the socio-economic struggles they have faced, as well as their contributions to the				

	nation. Designed to meet the requirements of Illinois HB 4346.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	1	0	0	0
Credit Hours Produced	12	3	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0%	0%	0%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H2 909D				
How does the data support the course goals? Elaborate.	The percentage suggests the 4 students who took this course learned what they needed to complete it.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	With only 4 students taking the course, it is impossible to identify gaps. By subgroup males, White students and Non PELL eligible students were more likely to be successful.				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	HIST 215 Special Topics				
Course Description	An in-depth study of a specific historical topic presented by				

	discussion, individual research, and readings. Topics vary each semester. May be taken more than once if different topics are considered.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	11	6	2	0
Credit Hours Produced	21	33	18	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIU/C 7/21 In current review cycle	Roosevelt 7/21	SIU/E 4/21	UIUC/UIC 4/21	Bradley 4/21
How does the data support the course goals? Elaborate.	The high success rates in the class suggest the students learned what they needed.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	There were no gaps. All subgroups completed the course at 100%.				

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	POLI 130 Principles of Political Science				
Course Description	An introduction to the principles and methods of political science, focusing on the nature and development of political science as a discipline, and the various ways of analyzing the political process and institutions				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	4	2	5	2
Credit Hours Produced	21	12	6	15	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	25%	25%	100%	60%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S5 903				
How does the data support the course goals? Elaborate.	The extremely low success rates in years 1 and 2 (25%) suggest the students did not learn what they needed in this class. The 100% success rate in years 3 and 5 suggest the students did learn what they needed, while just under a third learned what they needed in year 4.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males (30%) and Black students (16.67%) were much less likely to succeed than females (80%) and White students (75%).				

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	POLI 150 American Government				
Course Description	Historical development and organization of the United States government and the federal system. Course meets requirement for Constitution test.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	115	77	70	148	112
Credit Hours Produced	345	231	210	444	336
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60.87%	72.73%	61.43%	77.7%	80.36%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S5 900, PLS 911				
How does the data support the course goals? Elaborate.	The five-year success rate for this course was only 71%. This is the highest enrolled course in the POLI program. The success rate for this course must be higher if there is any hope of interesting more students in the other POLI courses and this discipline in general				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of “C” or better.				

Were there identifiable gaps in the data? Please explain.	Males and females succeeded at the same rates (71.75% and 71.48%). White students succeeded at higher rates (73.74%) than Black (61.84%) and Hispanic (61.11%). Non PELL eligible students were more likely to succeed (73.81%) than PELL eligible (67.67%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	POLI 160 International Relations				
Course Description	Introduction to basic principles and problems of international relations through a global politics approach. Through key concepts of order, welfare, and legitimacy, this course aims for the student to become aware of how events and processes at work throughout the world impact upon the student's own personal existence.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	5	4	25	17
Credit Hours Produced	18	15	12	275	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	80%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S5 904N, PLS 912				
How does the data support the course goals? Elaborate.	The high success rates suggest the students in this course learned what they needed to achieve the course outcomes.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and				

	success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	No gaps were identified in the data. It was interesting to note, however, that females, Black and Hispanic, and PELL eligible students succeeded at slightly higher rates (100%) than Male, White, and non PELL eligible students (95.56%, 92.59%, 95.83%). The larger number of students enrolled in years 4 and 5 can be attributed to the course being taught at the Danville Correctional Center. The students there were equally successful as the traditional DACC student.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	POLI 170 American Judicial Process				
Course Description	This class is an overview of the judicial system of the United States of America. In this course, we will discuss the structure of the American judiciary, its function, and the participants within it. These discussions will cover the following topics: civil v. criminal cases; trial courts v. appellate courts; differences in jurisdiction among courts; the recruitment of judges; how judges make decisions; how cases come to the courts and how they find their way to the Supreme Court; the impact of the courts on society; the implementation of decisions; public opinion about the courts; the relationship between the various levels of courts; and the success of litigants and interest groups in court.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	4	3	3	1

Credit Hours Produced	3	12	9	9	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0%	100%	66.67%	66.67%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The number of students who took this course is very low, but it is still important that they were successful. The overall success rate was an acceptable 83.33%.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Because the number of students enrolled in this course was so small there is no significance to the success rates, but it is worth noting that males (83.3%) succeeded at higher rates than females (66.67%), Black students (100%) succeeded at a higher rate than White (87.5%) or Hispanic (0%), and PELL eligible (83.3%) at a higher rate than Non PELL eligible (66.67%)				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	POLI 231 State and Local Government				

Course Description	The practice of government and politics at the state, county, and local level, including areas of taxation and finance, law enforcement, commerce, and social and economic welfare.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	5	3	2	0
Credit Hours Produced	15	15	9	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	80%	33.33%	100%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S5 902				
How does the data support the course goals? Elaborate.	Other than the very low success rate in year 3 the data supports that student were learning what they needed to learn in years 1, 2 and 4.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps in the data.				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	POLI 238 Comparative Government				

Course Description	Analysis of the structure and function of the political systems of the United Kingdom, France, the Federal Republic of Germany, and Russia. Examination of political parties within their cultural environment and institutional framework.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	1	2	2	0
Credit Hours Produced	9	3	6	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67%	100%	100%	100%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S5 905, PLS 914				
How does the data support the course goals? Elaborate.	The data suggest that the majority of students learned what they needed to be successful in this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps in the data. It is perhaps not surprising that no Black or Hispanic students enrolled in this course that focuses solely on the political systems in four European countries.				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				

Course Title	POLI 240 Non-Western Comparative Government				
Course Description	Comparative examination of the political institutions, electoral systems, principles of governance, causes of political instability and revolution, and techniques of political analysis. The purpose is to provide an understanding of the major problems confronting non-Western nations and to give insight into the various tools and strategies that their political leaders can use in dealing with those problems. The course will also investigate some of the major implications of the rise of the changing Non-Western world on global politics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	4	9	15	9
Credit Hours Produced	9	12	27	45	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	88.89%	86.67%	77.78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S5 906N				
How does the data support the course goals? Elaborate.	The success rates in the course suggests students learned what they needed to meet the course student learning outcomes.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	There were no serious gaps in the data for this course. Females (94.74%) were more successful than males (80.93%); white (89.29%) and Hispanic (100%) more successful than Black (75%); and Non PELL eligible (88.46%) more than PELL eligible (85.71%).				

	Interestingly the number of Black (8) and Hispanic (1) students in the course was higher than

Performance and Equity

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	2	2	1	0
Credit Hours Produced	12	6	6	1	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	50%	50%	100%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					

How does the data support the course goals? Elaborate.	The overall success rate for this course was only 68.75%, suggesting not enough students learned what they needed to meet the learning outcomes.
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility.

	Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	Females (75%) were more likely to succeed than males (60%) and PELL eligible (100%) were more likely to succeed than non PELL eligible (57.14%). Only 66.67% of the White students were successful. No Black or Hispanic students enrolled in this course.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 100 Introduction to Psychology				
Course Description	Consideration of psychology as a science with analysis of human development, motivation, perception, intelligence, personality, learning, adjustment, abnormality, and social behavior.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	371	394	384	384	430
Credit Hours Produced	1113	1182	1152	1152	1290
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68.19%	76.65%	79.69%	78.39%	78.37%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S6 900				
How does the data support the course goals? Elaborate.	The high enrollments each year indicate this course is taken by a wide variety of students at varying levels of preparedness. The overall success rate of 76.26% is probably very acceptable. Because of the high numbers, though, it should be a goal of the program to increase the percentage to 80%.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections.				

	The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	Males and females succeeded at comparable rates (76.79% and 76.15%). White students (80.41%) were more likely to succeed than Black (66.76%) and Hispanic (73.28%). Non PELL eligible (78.62%) were more likely to succeed than PELL eligible (71.95%).

Performance and Equity

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	54	47	50	43
Credit Hours Produced	144	162	141	150	129
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.42%	83.33%	72.34%	70%	72.09%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S6 903				
How does the data support the course goals? Elaborate.	The overall success rates suggest the majority of students in the course learned what they needed to meet the learning outcomes. The reason for the drop from the mid 80 percent in years 1 and 2 to the low 70 percent in years 3, 4 and 5 is not explained by the data. All sections were taught by the same instructor on the DACC campus.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Females (77.42%) were more likely to succeed than males (70.83%); White (81.40%) and Hispanic (88.89%) more likely to succeed than Black (58.97%); and Non PELL eligible (78.42%) to succeed than PELL eligible (74.76%).				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 120 Substance Abuse				
Course Description	Historical and cultural background of drug abuse/use; addiction as a biopsychosocial disease; major classifications of abused substances; physical, psychological, and behavioral changes associated with addiction in the user; effectiveness and ineffectiveness of treatment models with combating addiction in specific populations; and intervention and prevention models				

	used locally, nationally, and globally to combat substance abuse and addiction.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	5	6	35	34
Credit Hours Produced	24	15	18	105	102
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50%	100%	66.67%	74.29%	88.24%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIU/E 4/21 In current review cycle	UIUC 4/21 In current review cycle	UIC 4/21 In current review cycle	Bradley 4/21 In current review cycle	
How does the data support the course goals? Elaborate.	The overall success rate of 75.84 suggests the majority of students learned what they needed to achieve the learning outcomes. The low success rate in year 1 pulls down the overall average.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males (84.62%) succeeded at higher rates than women (77.33%); Whites (80.95%) at higher rates than Black (70.59%) and Hispanic (50%); and PELL eligible (79.41%) than Non PELL eligible (77.78%).				
Performance and Equity					

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 205 Industrial Psychology				
Course Description	The field of Industrial/Organizational (I/O),psychology embraces two broad, closely related, and overlapping scientific approaches to the psychology of work. Organizational psychologists,work at the level of the organization. Some,conduct research, others occupy staff positions,,and still others serve as consultants on matters,of leadership, job satisfaction, worker,motivation, organizational communication, conflict,management, organizational change, and group,processes. Industrial psychologists work at the,personnel, employee relations, and human resources,level. They practice psychology within the work,setting, are heavily involved with data and,statistics, and engage in a variety of activities,including recruitment and interviewing, selection,and placement, job analysis and evaluation,,training and development, performance appraisal,,compliance with state and federal laws, and,participation in litigation. Both areas of I/O,psychology rely on scientific research methods to,advance knowledge through the design,,implementation, and evaluation of various,processes.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	13	8	4	4
Credit Hours Produced	24	39	24	12	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	84.62%	87.5%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: PSY 906				
How does the data support the course goals? Elaborate.	The high success rates each year suggests students learned what they needed to achieve the learning outcomes for this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and				

	success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates across all subgroup were high with Males (100%), Black and Hispanic (100%), and Non PELL eligible (90% succeeding at higher rates than females (85.71%), White (87.50%) and PELL eligible (88.24%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 210 Psychology of Human Development				
Course Description	A study of the life-span development of the individual from conception through childhood, adolescence, and adulthood to death, involving psychological, physical, cognitive, emotional, and social aspects				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	39	36	41	67	84
Credit Hours Produced	117	108	123	201	252
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.74%	91.67%	90.24%	94.03%	91.67%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S6 902				
How does the data support the course goals? Elaborate.	The high success rates each year suggests the students are learning what they need to meet the outcomes for this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high				

	school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The success rates across all subgroups were comparable with Black students (93.18%) being the high and Hispanic students (85.71%) being the low.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 230 Abnormal Psychology				
Course Description	Examination of the range of psychological abnormalities or differences, their causes, and current treatment modalities.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	8	5	9	14
Credit Hours Produced	42	24	15	27	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.57%	87.5%	80%	97.78%	85.77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: PSY 905				
How does the data support the course goals? Elaborate.	The consistently high success rates each year suggest the students learned what they needed to meet the outcomes for this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high				

	school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	Male students (88.89%) were more likely to succeed than female (80.49%); Black (91.67%) than white (79.41%); and Non PELL eligible (87.50%) than PELL eligible (72.22%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 240 Social Psychology				
Course Description	A study of the behavior of individuals as influenced by other people and the social situation. Emphasis placed upon psychological factors involved in the interaction between persons and groups, attitude formation and change, group dynamics, group structure and leadership, and related topics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	20	23	31	31
Credit Hours Produced	81	60	69	93	93
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.19%	95%	91.3%	83.87%	93.55%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S8 900				
How does the data support the course goals? Elaborate.	The high success rate for each year suggests students learned what they needed to meet the outcomes for this course.				

What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	The overall success rates by subcategory were all high with females (90.10%) succeeding at higher rates than males (86.67%); white students (93.18%) than Black students (80%); and Non PELL eligible (93.15%) than PELL eligible (84.75%). One note is that only 60% of Hispanic students were successful in this course.

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 250 Personality				
Course Description	An introduction to the study of personality and behavioral problems as they relate to the social environment.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	12	0	19	10
Credit Hours Produced	51	36	0	57	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94.12%	66.67%	0	73.68%	90%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: PSY 907				

How does the data support the course goals? Elaborate.	The overall success rate for this course was good at 81.18%. The very low rate in year 2 may have been related to PELL eligibility based on the disaggregated data.
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	Males (100%) succeeded at higher rates than females (78%); white students (86.11%) than Black (75%); and Non PELL eligible (89.19%) than PELL eligible (66.67%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	PSYC 260 Social Psychology of Aging				
Course Description	Attitudes and myths about aging and social characteristics of older people. Special needs of the elderly person and her/his family in their economic, legal, housing, transportation, and health care settings. Community resources available to meet these needs.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	12	12	11	0
Credit Hours Produced	48	36	36	33	0

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	58.33%	83.33%	90.91%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S6 905				
How does the data support the course goals? Elaborate.	The high success rates in years 1, 3, and 4 suggest the students in the courses learned what they needed to meet the outcomes of the course. The low rate in year 2 may be related to PELL eligibility based on the disaggregated data.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males (85.71%) succeeded at slightly higher rates than females (84.09%); White students (87.18%) than Black (75%); and Non PELL eligible (90.63% than PELL eligible (73.68%).				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	SOCY 100 Introduction to Sociology				
Course Description	Study of society, including the rules, interactions, and cultural patterns that organize everyday life. The course will analyze social conflicts, the structure and functions of institutions, dynamics of individual and group interactions, race relations, and social classes.				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	294	231	264	204	239
Credit Hours Produced	882	693	792	612	717
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.21%	69.26%	73.11%	75.98%	86.19%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S7 900				
How does the data support the course goals? Elaborate.	The overall success rates for this course suggest students learned what they needed to achieve the outcomes.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males (80.65%) succeeded at a higher rate than females (74.06%); white students (80.68%) than Black (64.59%) or Hispanic (77.01%); and Non PELL eligible (79.18%) than PELL eligible (68.86%).				
Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social and Behavioral Sciences				
Course Title	SOCY 200 Marriage and Family				
Course Description	Study of the universal and changing features of family as a basic institution. Contemporary issues such as the restructured family in divorce, remarriage, death, family problems and				

	problem-solving strategies will be explored.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	4	8	9	3
Credit Hours Produced	45	12	24	27	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73.33%	100%	87.5%	77.78%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIU/C 6/21 In current review cycle	Roosevelt 6/21 In current review cycle	SIU/E 4/21 In current review cycle	UIUC/UIC 4/21 In current review cycle	Bradley 3/21 In current review cycle
How does the data support the course goals? Elaborate.	The overall success rates suggest students learned what they needed to meet the outcomes for this course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	Males (88.89%) were more likely to succeed than females (80%); Whites (84%) and Hispanics (100%) more likely than Black students (66.67%); and PELL eligible (87.5%) more likely than non PELL eligible (78.26%)				

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	SOCY 201 Social Problems				
Course Description	Survey of problems in an urban-industrial society, emphasizing the social inter-relationships and cultural conflicts involved in their origins, significance, and solutions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	8	23	15	8
Credit Hours Produced	72	24	69	45	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.33%	87.5%	73.91%	80%	87.5%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S7 901, SOC 911				
How does the data support the course goals? Elaborate.	The overall success rate for this course was only 68.96%, suggesting students might need more information or support than they are currently getting to be successful.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.				
Were there identifiable gaps in the data? Please explain.	The success rates for all subgroups were good, primarily in the 80%-84% range. The highest was 100% for Hispanic students, and the next highest 83.67% for Non PELL eligible. PELL eligible students				

	(75.86%) were less likely to succeed.

Performance and Equity

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	10	0	9	8
Credit Hours Produced	27	30	0	27	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67%	80%	0%	66.67%	62.5%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: SW 911				

How does the data support the course goals? Elaborate.	The overall success rate for this course was only 68.76%. This suggests students in this course might need additional instruction or supports to be successful.
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of “C” or better.

Were there identifiable gaps in the data? Please explain.	Male (100%) and white students (76.92%) were more likely to be successful in this course than females (68.57%) or Black students (57.14%). PELL eligible students (70.59%) were more likely to be successful than Non PELL eligible (68.42%).

Performance and Equity

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

Academic Discipline Area	Social and Behavioral Sciences				
Course Title	SOCY 205 Juvenile Delinquency				
Course Description	This course is an overview and analysis of the juvenile justice system in the United States. History and the philosophies of society's reaction to juvenile behavior and problems. Interaction among the police, judiciary, and corrections are examined within the context of cultural influences. This course introduces theoretical perspectives of causation and control.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	32	33	25	14	13
Credit Hours Produced	96	99	75	42	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	87.88%	96%	92.86%	92.31%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: CRJ 914				
How does the data support the course goals? Elaborate.	The consistently high success rates suggest students learned what they needed to meeting the outcomes for the course.				
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections.				

	The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	Females (91.67%) were more likely than males (87.88%) to be successful in this course; Black students (95.45%) more likely than white (88.31%) and Hispanic (87.5%) to be successful; and Non PELL eligible (91.55% more likely than PELL eligible (89.13%) to be successful.

Performance and Equity

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	17	19	3	4
Credit Hours Produced	63	51	57	9	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.43%	58.82%	84.21%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: S7 903D				

How does the data support the course goals? Elaborate.	The consistently high success rates (excluding year 2) suggest that students learned what they needed to achieve the outcomes for this course.
What disaggregated data was reviewed?	Enrollments and success rates in courses over the past five years were reviewed. They were filtered by location - traditional on the DACC campus, at a high school or at the Department of Corrections. The total enrollment, credits, retention rates and success rates of courses over the past five years were disaggregated in regards to several sub populations – gender, race, and PELL eligibility. Success was defined as a grade of "C" or better.
Were there identifiable gaps in the data? Please explain.	Males (90.91%) were far more likely to be successful in this class than females (66.67%); Hispanic (100%) and white students (90.24%) than Black (80%); and PELL eligible (86.96%) more likely than non PELL eligible (68.29%)
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.	Currently we disaggregate the data for each course by subgroups to determine course completion. We need to disaggregate assessment data by subgroups to see if they are struggling with specific learning outcomes in a course. We are also interested to see why PELL eligible students often perform better than Non PELL eligible students. This seems contradictory in some instances.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Historically the program has met its objective that students will be able to demonstrate college level writing and oral presentation skills using appropriate citations and vocabulary pertinent to the discipline. This objective is harder to evaluate with the rapid

	growth in AI use. Faculty are trying to help students in this discipline learn how to use this tool responsibly while still applying their own critical thinking skills
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	No dramatic performance gaps were noted in individual courses in regards to how successful students were based on their race or ethnicity. It continues to be true, however, that overall white students still succeed at higher rates than Black students and sometimes Hispanic students. The gaps are not nearly as large as they were, however, when we started tracking this.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Disaggregating assessment data may indicate why Black students succeed at a lower rate than other subgroups in a specific course.
Resources Needed	No additional resources are needed
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Danville Area Community College
Academic Years Reviewed:	2022-2026
Review Area:	Athletics
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	DaJuan Gouard – Athletic Director
Mission How does the program/service contribute to the mission of the college?	**The Athletic Department supports the mission of Danville Area Community College by transforming the lives of student-athletes through academic achievement, personal growth, leadership development, community engagement, and competitive athletic opportunities. Athletics provides opportunities for students to develop academically, socially, and athletically while preparing for transfer and career success.**
Advancement of Equity How does the program/service help advance equity?	**Athletics promotes equity by providing equal opportunities for participation, support services, scholarships, academic resources and leadership development for students from diverse backgrounds. The program fosters and inclusive environment where all student-athletes are respected and supported.**

Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	• **Strengthen and contribute to student engagement and retention initiatives** • **Maintain Competitive athletic programs** • **Be visible in the community we represent.** • **Increase student engagement & campus involvement** • **Attain a 3.0 cumulative GPA for all teams.** • **Have a .500 or better record in all sports.** • **Graduate all of our athletes & help them continue to a four-year institution.** • **Compliance with NJCAA and Title IX** • **Offer state of the art facilities/upgrades to our student athletes**
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	**Student-athlete GPA & academic progress** **Retention & graduation rates** **Team performance, conference & national standings** **Transfer success to four-year institutions** **Community Service involvement & outreach activities**
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	• **Facility improvements** • **Weight room upgrades** • **Strengthening retention efforts** • **Continued annual athletic assessments**
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	**Athletics is not statutorily required but the program operates under the NJCAA, conference & institutional guidelines. The college ensures compliance through regular audits, eligibility monitoring through our SPRO system, and adherence to all governing body regulations.**

1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	**Athletics provide opportunities for student engagement, leadership development, academic success & college recruitment.**
1.3 If applicable, what is the student usage for this program/service?	**Student usage includes participation in intercollegiate athletic programs, academic support services, athletic events, and team activities. Participation remains consistent and contributes positively to campus engagement and student success.**
1.4 How does the student usage compare to assessed need of the program/service?	**Enrollment and participation indicate a continued demand for athletic programs.**
Indicator: Cost	
2.1 What are the current expenditures of the department?	**Current expenditures include salaries and benefits, scholarships, team travel, equipment, uniforms, game operations, recruiting, training supplies, and membership fees for conference and the NJCAA.**
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	**The program is funded through institutional funding, student tuition and fees, fundraising activities, sponsorships and donations. Cost-effective strategies include shared resources, careful budget management, fundraising efforts, and local partnerships to support long term sustainability.**
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	**NJCAA Compliance standards** **Academic Performance** **Competitive Records** **Graduation rates**
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	**All staff meet required educational and professional qualifications through HR. Performance evaluations & monthly staff meetings ensure quality service.**

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?	**Athletics will merge with recruitment to help increase student engagement on campus with hopes of increases enrollment from surrounding counties.** - **The impact will be noted in the next program review**
3.4 What are the strengths of this program or service?	**Our strengths include dedicated staff, accessible resources, community partnerships, effective communication, and a commitment to student success and continuous growth.**
3.5 What are the challenges or weaknesses of the program/service?	**Consistently trying to improve facilities – both and off campus.** **Housing** **Part time athletic director could possibly provide a challenge due to accessibility for others in need.**
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	**Program evaluations, institutional data reports and four-year continuance rate will be used.**
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	**Annual assessments, strategic planning, graduation rates and continuous monitoring will be used for the future.**
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	**NA**
3.9 Were there any identifiable equity gaps in the data? Please explain.	**NA**

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	**NA**
3.11 How does the program or service address inequities in instructional programs, if appropriate?	**The program addresses inequities by providing individualized support, tutoring, academic advising, early interventions, inclusive practices, and resources designed to meet the diverse needs of all students.**

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.	Yearly collect and analyze student-athletes data, provide more information for student support services, increase community outreach efforts, enhance staff training, and evaluate program stability annually. Annually improve one or two areas in the department. This will be implemented moving forward.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	NA
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Athletics remains an important contributor to enrollment, retention, student engagement, institutional visibility, and student success. Continued investment in facilities, student support services, recruiting, and assessment practices will strengthen the department ability to meet institutional goals while supporting equitable student outcomes.
Resources Needed	Adequate funding, staffing support, professional development opportunities, athletic technology and software, recruiting budget enhancements, facility upgrades and more community partnerships to support program goals and student athlete growth opportunities.

Responsibility Who is responsible for completing or implementing the modifications?	Athletic Director Associate Athletic Directors Head Coaches Vice President of Student Services Institutional Research Office College Administration

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2022 – 2026
Review Area:	Student Activities (Student Engagement)
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Alexis Simmons, Coordinator of Recruitment and Student Engagement Victoria Boothe, Recruitment and Student Engagement Specialist Dawn Nasser, Director of Advisement and Enrollment Services
Mission How does the program/service contribute to the mission of the college?	***DACC's Mission: Committed to teaching and learning, Danville Area Community College serves the community and transforms lives.*** Student Engagement contributes to the mission of the college by: • Creating meaningful opportunities for students to connect with the college, their peers, faculty, staff, and the surrounding community • Creating and planning campus events that foster a welcoming campus environment for both students and the surrounding community • Supporting student success and encouraging intentional engagement in both student life and the classroom • Helping students develop a sense of belonging and connection to campus through inclusive and intentional programming

Advancement of Equity How does the program/service help advance equity?	Student Engagement is committed to providing equitable access to opportunities for all students. All events, programs, and clubs/organizations are designed/implemented with equity in mind – participation is free, formats/times for events vary (to accommodate diverse student needs), and the diverse backgrounds and needs of students are considered during the planning process. DACC serves an array of students: • Full and part time students • Traditional college aged, adult learners, and high school students • First-generation college students • Career and technical education students • Students balancing employment and family responsibilities • And more All Student Engagement programming aims to reflect the needs and interests of the varying students who attend DACC. The department collaborates with academic and student service areas to promote events broadly, increase awareness of available resources, and encourage participation among less-engaged student populations. By creating opportunities for involvement, campus connection, leadership, service, and more, Student Engagement helps foster an inclusive campus culture where every student has the opportunity to feel welcomed, supported, and valued.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Student Engagement at DACC exists to provide relevant and engaging student life opportunities for the college's student body. Student life opportunities include (but are not limited to): events, clubs/organizations, volunteer opportunities, and on-campus jobs. Opportunities are developed based on the interests and needs of our diverse community college student body. The overall goal is to develop a well-rounded array of offerings to meet the academic, cultural, and social interests of the student body. Student activities are also utilized to engage and retain students, provide learning and social activities outside the classroom, to recruit potential students, and, ultimately, to increase student success and satisfaction.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	"Well-rounded array of offerings" • Student Engagement plans the following yearly activities: Back to School Block Party (the first August of each year), Welcome Week (the first full week of classes each fall semester, includes the annual "Welcome Back Cookout"), and Spirit Week (the week leading up to spring registration each fall, includes the annual "Chili Cookoff") • Student Engagement oversees the creation and implementation of new clubs/organizations on campus, while also providing financial support and maintaining records of existing clubs/organizations Objectives are primarily assessed through student participation, attendance trends, informal student feedback, and collaboration with campus departments. While a formal assessment process continues to be developed, participation data and qualitative feedback are used to evaluate the effectiveness of programming and identify opportunities for improvement.

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Since the previous Program Review, Student Activities at DACC has evolved into a more intentional Student Engagement model. The creation of the Recruitment and Student Engagement department established a centralized area responsible for coordinating campus engagement initiatives, increasing collaboration across departments, assessing student participation, and creating meaningful opportunities for students to connect with the college outside of the classroom. While student activities continue to be offered across multiple departments and divisions, Student Engagement now provides strategic leadership, programming, and support to enhance the overall student experience. Based on the last program review, several of the "Intended Action Steps" have been implemented and/or completed: • The Student Services Administrative Assistant has utilized Ellucian CRM to send texts and alerts to students about student engagement opportunities on campus. This person also maintains and updates the myDACC Student Portal. The portal utilizes cards (Campus Events, Calendar, and more) that students can click through for more information. • The budget has increased since the last program review. • A new student group, "All Star Jaguars" was formed and took the place of Board of Student Scholars (BOSS). • A repository has been created – a digital folder on Google Drive is updated for each activity/event held each year (including the event's budget, any receipts, marketing materials, etc.)

Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	According to DACC Board Policy 3016 – Student Activities, "The College may offer student activities in the forms of clubs, meetings, speakers, social activities, student government, and other activities." The college is meeting the required elements – the existence of the Student Engagement department is one way that the required elements are met. Additionally, the Student Engagement team regularly reviews existing clubs, events, and activities to determine effectiveness and make any adjustments.
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	Student Engagement provides opportunities for students to build connections with the college outside of the classroom, helping foster a sense of belonging that supports student success, persistence, and retention. As a commuter institution serving students with diverse backgrounds, responsibilities, and schedules, DACC recognizes that intentional engagement opportunities are essential to creating a connected campus community. The need for Student Engagement is determined through collaboration with students, faculty, and staff; informal student feedback; participation trends at campus events; club and organization activity; and institutional priorities related to recruitment, retention, and student success. Student interests are continuously evaluated throughout the year to ensure programming remains relevant and responsive to the evolving needs of the student population.

1.3 If applicable, what is the student usage for this program/service?	Student Engagement programming serves the entire DACC student population. Students participate in campus events, clubs and organizations, volunteer opportunities, student employment, leadership experiences, and campus traditions throughout the academic year. Participation varies by event and activity, with annual signature programs such as Welcome Week, the Welcome Back Cookout, Spirit Week, the Chili Cookoff, and the Back to School Block Party consistently engaging large numbers of students and community members. Student Engagement also provides ongoing support to recognized student organizations and assists departments across campus with engagement initiatives**.**
1.4 How does the student usage compare to assessed need of the program/service?	While many students actively participate in campus events and organizations, opportunities remain to engage students who commute, work full-time, attend part-time or online, or have family responsibilities that limit participation. Student Engagement continues to explore new programming formats, varied event times, and collaborative initiatives to increase participation and better meet the needs of all students.
Indicator: Cost	
2.1 What are the current expenditures of the department?	The current budget of the Student Engagement department is $6,200. • Supplies (event supplies, office supplies, etc.) • Printing • Meetings
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The department is funded through the college's budget (Education Fund: Social & Cultural Development). Additionally, the Student Engagement team requested a "club account" which enables the team to raise money through fundraising efforts. Throughout the year, several different fundraisers are planned and executed, and money is put directly into the club account. That money is then used to fill in gaps where the budget does not cover costs.

Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	N/A
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Through the interview process, members of the Student Engagement team were chosen based on demonstrated skill and former experience with student engagement (or similar) job functions, skills such as leadership, creativity, event planning, problem solving, and teamwork, and an overall willingness to collaborate with existing departments to enhance the student engagement experience on campus.

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?
	• DACC's Annual Back to School Block Party
	  ○ The purpose of this event is to open DACC's campus to the overall community – emphasizing the point that DACC is the "community's college" and demonstrating that all are welcome here/should be able to see themselves here. This community-focused mindset does not always guarantee ROI, but does build brand awareness and a welcoming culture – ultimately, encouraging community members to keep DACC top-of-mind when considering future educational experiences.
	  ○ Students are also invited to and encouraged to attend this event – directly impacting their success by giving them an event to look forward to before school starts in the fall, and directly connecting them to the campus community.

3.4 What are the strengths of this program or service?	• Creation of a specific Student Engagement department allows for centralized efforts and coordinated planning of campus engagement opportunities • A variety of experiences are offered each year, addressing the diverse and varied needs of DACC's student body • Flexibility to create new programming based on student interests and institutional priorities • Strong collaboration between campus and student service departments • Established annual traditions including Welcome Week, the Welcome Back Cookout, Spirit Week, the Chili Cookoff, and the Back to School Block Party • Events are always free and accessible to students, often offered at varying times to address different class/work/family schedules
3.5 What are the challenges or weaknesses of the program/service?	• No formal process in place to assess student attendance, participation, or satisfaction (currently all data collected about student events/clubs/etc. is through informal feedback) • Because DACC is a commuter campus, it is hard to capture students who are either 1) not regularly on campus, 2) have a non-traditional schedule due to work/online classes, or 3) balance work/family dynamics in addition to attending school • Limited staffing, the Student Engagement team consists of two staff members • Difficulty measuring long-term impact/success of events/clubs/etc. • Scheduling conflicts (i.e., best times to host events while considering the overall course schedule) • Budget limitations for larger events (the budget is not unlimited, so securing larger attractions/more food/bigger ticket items to "draw" students in is more difficult)
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	• Attendance counts • Informal student feedback • Conversations with faculty/staff • Club advisor feedback • Participation trends

3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Following each major event, the Student Engagement team discusses successes, challenges, attendance, and opportunities for improvement. Planning documents, budgets, marketing materials, and event notes are maintained in a shared digital repository to improve future planning. Student feedback and participation trends are incorporated into future programming decisions.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	N/A
3.9 Were there any identifiable equity gaps in the data? Please explain.	Because formal disaggregated data is not currently collected, specific equity gaps cannot be conclusively identified. However, Student Engagement recognizes that commuter students, part-time students, adult learners, first-generation students, and students balancing work and family responsibilities may face additional barriers to participation and continues to develop programming that increases accessibility for these populations.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Student Engagement seeks to increase equitable access by offering free programming, varying event formats and times, collaborating with academic and student service departments, utilizing multiple communication methods, and developing programming that reflects the diverse needs of the student population. Future assessment efforts will further inform strategies to address participation gaps and expand access for all students.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	While Student Engagement is not an instructional program, it supports instructional equity by providing equitable access to co-curricular experiences that complement classroom learning. Programming is designed to foster belonging, leadership development, personal growth, and campus connection for all students regardless of academic program or background.

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.	• Develop a formal student engagement assessment process (FY2027) • Increase participation tracking for major campus events (FY2027) • Expand student leadership opportunities through clubs and student employment (FY2027-2028)

	• Continue enhancing signature annual events while introducing new events/clubs based on student needs/desires (Ongoing) • Strengthen collaboration with academic and marketing departments to increase student participation (Ongoing) • Explore additional engagement opportunities for commuter and part-time students (FY2027-2028)
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The identified action steps are designed to improve equitable access to Student Engagement opportunities for all students. As new initiatives are implemented, the department will continue to evaluate participation trends and seek opportunities to increase engagement among student populations that may face barriers to involvement, including commuter students, part-time students, first-generation students, adult learners, and students balancing work and family responsibilities. Student Engagement will continue to offer free programming, vary event formats and times, collaborate with academic and student service departments, and utilize multiple communication methods to increase awareness and participation. As more formal assessment processes are developed, the department will be better positioned to identify participation trends, evaluate potential equity gaps, including racial equity gaps, and implement targeted strategies to ensure all students have equitable access to programs, services, and leadership opportunities.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The program review found that Student Engagement has evolved significantly since the previous review through the establishment of a centralized Recruitment and Student Engagement department, increased coordination of campus programming, enhanced communication with students, expanded signature events, and stronger collaboration across the college campus. These improvements have strengthened the student experience and created more intentional opportunities for students to build connections with the college and one another. While the review identified many strengths, it also highlighted opportunities for continued growth, particularly in the areas of formal assessment, participation tracking, and expanding engagement among student populations that may face barriers to involvement. The recommended action steps focus on strengthening assessment practices, increasing equitable access to engagement opportunities, and continuing to develop

	programming that supports student success, belonging, and overall engagement. These modifications will help ensure Student Engagement remains responsive to student needs while supporting the college's mission and strategic priorities.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Recruitment and Student Engagement Team

VOCATIONAL SKILLS – EMERGENCY MEDICAL RESPONDER	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2021-2025
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	The goal of this course is to provide individuals with an opportunity to learn skills necessary to become an EMR, or Emergency Medical Responder. EMR's have the knowledge and skills necessary to provide immediate lifesaving interventions in the home or workplace. The EMR program at DACC is designed to provide individuals with a quick path to employment as well as training support for Corporate First Responder teams. MEDT260 meets over a period of 9 weeks throughout the semester. The curriculum is licensed through the Illinois Department of Public Health to assure that students are competent and current in the field of Emergency Medical Services.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	The objective of this course is to prepare students to be Emergency Medical Responders. There is no state exam for EMR licensure level any longer. Illinois went to a National Registry state which means all licensure levels will take the NREMT exam. EMR status is validated by a student's performance in the class – passing of unit assessments and observation by the instructors who are certified EMS Lead Instructors through IDPH. Students who meet the criteria are recommended to Illinois Department of Public Health for licensure.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This course addresses a training need in our business community by providing trained first responders who can handle emergencies in the workplace. The EMR courses see a higher number of company sponsored participants than EMT.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	In 2018, DACC signed an affiliate agreement with Carle Emergency Medical Services. This partnership with Carle EMS has lifted this requirement and allowed DACC to host all classes locally for the convenience of our students and businesses. This has also provided an opportunity to offer a spring and fall session of each course, rather than scheduling on an "as needed" basis. This improvement allows Corporate Education to better serve the needs of our community and industry partners.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The EMR program is accredited through the Illinois Department of Public Health to provide training for in demand occupations. Students interested in the courses can register with the workforce development office for access to WIOA funds that support training. Training is conducted in person with classroom and real life practice using manikins and other emergency equipment.
1.2 How will students be informed or recruited for this program?	• Constant Contact to local industry partners • WIOA partner affiliation • DACC Website • Carle EMS affiliates • Press releases • Local Economic Development Center email communications • Social media (Facebook, emails, Coursestorm) • Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment has decreased overall in the last 5 years. One reason is a declining population base for College District 507. Another reason has been a strong economic forecast with easier access to employment. Overall companies are struggling with a labor shortage which impacts their ability to enroll workers in training. When company sponsorships decline, there may be instances where the EMR class is cancelled until the following semester.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The course is $375 which includes required workbook.

2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student and/or student is sponsored by employer.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The program fee is established on a cost recovery basis. All costs associated with instruction and materials are divided by an average class size to establish registration fee. Students can also be sponsored by local fire, manufacturing facilities and police departments. If the registration fee is a barrier, students can contact the local WIOA office to verify eligibility.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	• The EMR program meets a workforce development need in the community by providing training in a convenient and cost effective format. • The EMR program has been offered by DACC for 21 years and has been strengthened by partnership with local EMS affiliates to provide expertise and hands on practical instruction. • Affiliation with respected Medical Service Agency • Networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies and local industry partners).
3.2 What are the identified or potential weaknesses of the program?	1. Declining population in College District 507, 2. Workplace conditions that impact a company's ability to release workers for training.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit. Students are graded on their ability to perform emergency response exercises during class by certified EMS instructors.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted individually and listed with all other upcoming Corporate Education training programs to reach the local business community – including healthcare providers and medical facilities. They are promoted through the American Job Center to reach WIOA eligible individuals seeking employment. They are also advertised through the DACC social media outlets to reach the general community. This course is part of the Community Health programming offered through Corporate Education.

<table>
<tr><td>3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules?
• Prepare for entry-level employment
• Upgrade students' existing skills
• Prepare students for credentialing</td><td>• Students who enroll in the course must be 18 years or older.
• Must have a high school diploma or the equivalent (GED).
• There is no state exam for EMR licensure. Certified instructors from Carle EMS evaluate and assess students and determine whether they meet the required criteria. Students who do meet the required criteria are recommended to Illinois Department of Public Health for their licensure</td></tr>
<tr><td>3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?</td><td>Not applicable</td></tr>
<tr><td>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?</td><td>No</td></tr>
<tr><td>3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?</td><td>This program uses certified Emergency Medical Technicians through a local affiliate, Carle Emergency Medical Services.</td></tr>
<tr><td>3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</td><td>Upon successful completion participants are able to obtain their license to properly respond in an emergency.

<table><tr><th>Fiscal Year</th><th>Enrolled</th><th>Completed</th></tr><tr><td>2021</td><td>4</td><td>4</td></tr><tr><td>2022</td><td>9</td><td>7</td></tr><tr><td>2023</td><td>18</td><td>18</td></tr><tr><td>2024</td><td>16</td><td>15</td></tr><tr><td>2025</td><td>0</td><td>0</td></tr></table></td></tr>
<tr><td colspan="2">LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</td></tr>
<tr><td colspan="2"></td></tr>
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REVIEW RESULTS

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	EMR course attendance rates vary based on corporate sponsorship. Some companies' EMS teams are more robust than others and some do not have them. DACC will continue in its partnership with Carle EMS for assurance of program quality and the ability to offer training locally. Corporate Education will continue cross promoting courses with Carle EMS and utilizing instant enrollment and social media distribution, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps for 2027 will include increased distribution of digital marketing materials to affiliates to reach local businesses and emergency personal through contacts of Carle EMS.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review of partnership relationship and course curriculum. We will reach out to our affiliates to address any barriers.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Through targeted outreach, reducing barriers to access, and review of inclusive program design.
Resources Needed	Additional grant funding for employers to sponsor participants.
Responsibility Who is responsible for completing or implementing the modifications?	Senior Coordinator, Corporate Education

VOCATIONAL SKILLS – EMERGENCY MEDICAL TECHNICIAN	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2021-2025
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	The goal of this course is to provide individuals in the community with an opportunity to train to become an EMT, or Emergency Medical Technician, responsible for handling emergency situations. It is the first step to becoming a paramedic. The EMT program at DACC provides training for local emergency service agencies as well as members of the community. MEDT210 meets over a period of 18 weeks throughout the semester. Prospective EMT candidates, who wish to get EMT certification in Illinois, must pass an exam organized by the National Registry of Emergency Medical Technicians (NREMT). But, before this, they need to complete EMT training program from a state-approved training college or institute such as DACC. EMT certification in Illinois is valid for a period of two years. Individuals seeking an industry recognized credential achievable in a short period of time would be interested in pursuing a career as an EMT.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Over the last five years, DACC has prepared 69 individuals for certification with an exam eligibility rate of 86%.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. The EMT Basic course at DACC strengthens the pipeline of qualified individuals who can work in private ambulance services, fire departments, hospitals or other rescue service agencies. Classes are affordable and convenient, meeting one evening per week in Hegeler Hall. Evening hours make it possible for working individuals to attend.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Carle requires us to have a 10 person minimum to run the course.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The EMT training program is accredited through the Illinois Department of Public Health. This is the governing body that certifies the curriculum. Instructors are certified as EMS Lead Instructors through the Illinois Department of Public Health. DACC Corporate Education Career Training is designed to provide short-term educational opportunities for in demand occupations. Students interested in the courses can register with the workforce development office for access to WIOA funds if available. Training is conducted both hybrid and in person with classroom and real life practice using manikins and actual emergency equipment prior to the students being released to complete their clinicals.
1.2 How will students be informed or recruited for this program?	• Constant Contact to local industry partners • WIOA partner affiliation • DACC Website • Carle EMS affiliates • Press releases • Local Economic Development Center email communications • Social media (Facebook, emails, Coursestorm) • Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment has been steady the last 5 years. There have been both spring and fall offerings all 5 years.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The course is $800 which includes required workbook.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student and/or student is sponsored by employer.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Students can also be sponsored by local fire and police departments. If the registration fee is a barrier, DACC can connect the student with the American Job Center for availability of WIOA funding and supportive services.
INDICATOR 3: QUALITY	***RESPONSE***

3.1 What are the program's strengths?	• The EMT program meets a workforce development need in the community by providing training in a convenient and cost effective format. • The EMT program has been offered by DACC for 21 years and has been strengthened by partnership with local EMS affiliates to provide expertise and hands on practical instruction. • Affiliation with respected Medical Service Agency • Networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies and local industry partners).
3.2 What are the identified or potential weaknesses of the program?	A declining population base for College District 507 coupled with a strong economic forecast does impact enrollment for short term career training programs. Lack of transportation, childcare and other barriers can prevent students from meeting the minimum number of in class hours to pass the course.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit. Students are graded on their ability to perform practical exercises during class as well as successful completion of in-person clinicals.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted with other Corporate Educational training programs to local businesses and community members. The course is also promoted through partnership with Carle EMS.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • Successful completion of this course will meet eligibility requirements for both the State licensure for EMT or the National Registry certification exams. These exams are conducted electronically at a certified testing center to provide credentialing required for employment in the field. This exam is not scheduled through DACC.
3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	Not applicable
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?	No

3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	This program uses already certified Emergency Medical Technicians through a local affiliate, Carle EMS.
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	Upon successful completion participants can sit for the state and/or national licensure exam. Once they have the license, they can work as an EMT for a local affiliate.

Fiscal Year	Enrolled	Completed
2021	19	14
2022	18	12
2023	14	11
2024	24	23
2025	26	22

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment rates remain strong. Corporate Education will continue cross promoting courses with Carle EMS and utilizing instant enrollment, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps for 2027 will include increased distribution of digital marketing materials to affiliates to reach local businesses and emergency personal through contacts of Carle EMS.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review of partnership relationship and course curriculum. We will reach out to our affiliates to address any barriers.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Through targeted outreach, reducing barriers to access, and review of inclusive program design.
Resources Needed	Additional grant funding for participants and employers to sponsor participants.

Responsibility Who is responsible for completing or implementing the modifications?	Senior Coordinator, Corporate Education

VOCATIONAL SKILLS – PHARMACY TECHNICIAN	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2021-2025
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	The goal of this training program is to provide individuals with a preparatory course to become a pharmacy technician. Pharmacy Technicians works closely with pharmacists in hospitals, drug stores and other medical settings. MEDT340 meets in-person or virtually over a period of 13 weeks throughout the semester. This can provide a student who is interested in the field of pharmacology with an opportunity to work in a pharmacy setting as an assistant.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	For 2020-21, Corporate Education trained 15 individuals with course completion rate of 80%.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This course addresses a training need in our business community by providing a pipeline of individuals qualified to take the PTCB exam and begin working as a Pharmacy Technician. Classes are hybrid.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	This class is now a hybrid model with both in-person meetings and asynchronous work.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The Pharmacy Technician training program at DACC aligns to the Pharmacy Technician Certification Board guidelines. DACC Corporate Education Career Training is designed to provide short-term educational opportunities for in demand occupations. Students interested in the courses can register with the workforce development office for access to WIOA funds if available.
1.2 How will students be informed or recruited for this program?	• Constant Contact to local industry partners • WIOA partner affiliation • DACC Website • Carle EMS affiliates • Press releases • Local Economic Development Center email communications • Social media (Facebook, emails, Coursestorm) • Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment has decreased over the last 5 years.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The course is $450 not including the cost of the textbook.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	If the registration fee is a barrier, DACC can connect the student with the American Job Center for availability of WIOA funding and supportive services.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	• The Pharmacy Technician program meets a workforce development need by providing in person training conducted by licensed practitioners in the field. It is offered in a convenient and cost effective format for individuals who work during regular business hours. • The Pharmacy Technician program has been offered by DACC for 13 years. • Networking and collaboration within the Community

3.2 What are the identified or potential weaknesses of the program?	A declining population base for College District 507 coupled with a strong economic forecast does impact enrollment for short term career training programs. Lack of transportation, childcare and other barriers can prevent students from meeting the minimum number of in class hours to pass the course. There is also not as high of demand for the job locally because pharmacies now train their new employees on the job.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit with final exam at end of course. Textbook aligned with PTCB requirements.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted individually and listed with all other upcoming Corporate Education training programs to reach the local business community – including pharmacies and medical facilities. The courses are promoted through college marketing platforms to reach individuals who may be interested. This course is part of the Community Health umbrella of programming offered through Corporate Education
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • The content in this course is aligned to the eligibility requirements the Pharmacy Technician Certification Board. The course is conducted by a Registered Pharmacist with experience in the field. With a PTCB CPhT credential, technicians have a demonstrated knowledge and commitment in medication safety and effective patient care across pharmacy settings. Post completion of the training, the student is eligible to schedule his/her exam directly with PTCB.
3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	Not applicable
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?	No

3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The instructor for this course is a Registered Pharmacist with continuing education requirements for certification.
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	

Fiscal Year	Enrolled	Completed
2021	10	9
2022	6	4
2023	9	8
2024	10	7
2025	0	0

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Corporate Education is now promoting more often through DACC's social media network, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps for 2027 will include increased distribution of digital marketing materials to local schools and affiliates to garner additional enrollments.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review of partnership relationship and course curriculum. We will reach out to our affiliates to address any barriers.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Through targeted outreach, reducing barriers to access, and review of inclusive program design.
Resources Needed	Additional grant funding for participants and employers to sponsor participants.
Responsibility Who is responsible for completing or implementing the modifications?	Senior Coordinator, Corporate Education

VOCATIONAL SKILLS – PHLEBOTOMY	
COLLEGE NAME:	Danville Area Community College
FISCAL YEAR IN REVIEW:	2021-2025
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	The goal of the Phlebotomy Techniques course at DACC is to provide short term training that can lead to a certification and eventually full time employment. To successfully acquire a Phlebotomy certificate of completion, it is advantageous for students to enroll in a Phlebotomy preparation program complete with hands-on practice to prepare for the exam. DACC offers Phlebotomy Techniques for individuals to provide training in obtaining blood specimens by venipuncture and micro-collection techniques. This course also covers collection and processing of other clinical specimens. Students who complete the prep course and pass the exam would be eligible to work in hospitals, physician offices or in independent labs.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	A very popular non-credit course, DACC's Phlebotomy course trains an average of 25 students per semester.
How does this program contribute to other fields and the mission of the college?	It is part of DACC's mission to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This program provides short term career training that can become a faster track to employment than a traditional degree or certificate. This course will prepare students to sit for the ASCP (American Society for Clinical Pathology) Certification Exam. Programs are designed to be affordable and are held in the late afternoon to accommodate work schedules.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	We have expanded the Phlebotomy program to include fall and spring semester classes at DACC's Hoopeston Higher Learning Center. We have also added a centrifuge so students have hands-on experience prior to working in a lab.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	DACC Corporate Education Career Training is designed to provide short-term educational opportunities for an in demand occupation. Students interested in the courses can register with the workforce development office for access to WIOA funds if eligible.
1.2 How will students be informed or recruited for this program?	• Constant Contact to local industry partners • WIOA partner affiliation • DACC Website • Carle EMS affiliates • Press releases • Local Economic Development Center email communications • Social media (Facebook, emails, Coursestorm) • Direct Employer Notification
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment has increased over the last 5 years. There have been both spring and fall offerings all 5 years.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The course is $550 not including the cost of the textbook which is optional.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Course fee is paid for by the student.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	If the registration fee is a barrier, DACC can connect the student with the American Job Center for availability of WIOA funding and supportive services.
INDICATOR 3: QUALITY	***RESPONSE***

3.1 What are the program's strengths?	• The Phlebotomy program meets a workforce development need by providing face to face training in a convenient and cost effective format. • Experienced, certified instructors who are also practitioners in the field. • The phlebotomy program has been offered by DACC for 23 years includes both a classroom and lab component for clinical practice. • Networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies and local industry partners).
3.2 What are the identified or potential weaknesses of the program?	A declining population base for College District 507 coupled with a strong economic forecast does impact enrollment for short term career training programs. Lack of transportation, childcare and other barriers can prevent students from meeting the minimum number of in class hours to pass the course. There is also not as high of demand for the job locally.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Written assessments are administered upon completion of each unit. Students are graded on their ability to perform practical exercises during class.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Training for vocational skills are promoted individually and listed with all other upcoming Corporate Education training programs to reach the local business community – including healthcare providers and medical facilities. They are promoted through the American Job Center to reach WIOA eligible individuals seeking employment. They are also advertised through the DACC social media outlets to reach the general community. This course is part of the Community Health programming offered through Corporate Education.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	• Students who enroll in the course must be 18 years or older. • Must have a high school diploma or the equivalent (GED). • The content in this course is aligned to the eligibility requirements for ASCP and is a preparatory course for students who will eventually take this exam. The course is conducted by a certified practitioner in the field. Post completion of the training, the student is eligible to schedule his/her CPT exam
3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	Not applicable

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?	We have partnered with the Hoopeston Higher Learning Center to offer additional courses at their location.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The instructors for this course are licensed phlebotomist with credentials that are kept current through employer.
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	

Fiscal Year	Enrolled	Completed
2021	31	27
2022	37	32
2023	35	31
2024	26	26
2025	58	47

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Corporate Education is now promoting more often through DACC's social media network, while monitoring completion for observation of trends. Future modifications may be implemented in response to those findings.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Action steps for 2027 will include increased distribution of digital marketing materials to local schools and affiliates to garner additional enrollments.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review of partnership relationship and course curriculum. We will reach out to our affiliates to address any barriers.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Through targeted outreach, reducing barriers to access, and review of inclusive program design.
Resources Needed	Additional grant funding for participants and employers to sponsor participants.

Responsibility Who is responsible for completing or implementing the modifications?	Senior Coordinator, Corporate Education