

DANVILLE AREA COMMUNITY COLLEGE

DISTRICT 507

PROGRAM REVIEW

FY 2016

**DAVE KIETZMANN
VICE-PRESIDENT, INSTRUCTION AND STUDENT SERVICES**

**DANVILLE AREA COMMUNITY COLLEGE
2000 EAST MAIN STREET
DANVILLE, IL 61832**

**217-443-8771
217-443-8587 (FAX)
dkietz@dacc.edu**

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CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
19.0709

Career Cluster
Education and Training

Career Pathway
Teaching/Training

Program of Study
Early Childhood Education

Community College Program Title Early Childhood Education: Childcare Option Early Childhood Education: Teaching Assistant	Degree Type 03 Degree 20 Certificate
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Local Findings
The college offers the Early Childhood Child Care Option AAS and the Early Childhood Teaching Assistant certificate. The AAS is 61 credit hours and is comprised of 46 hours in education courses and 15 hours in general education.

Early Childhood Education – Child Care Option AAS

Education Courses

- EDUC 103 Intro to Early Childhood Education (3)
- EDUC 104 Creative Learning Experiences (4)
- EDUC 159 Issues in Exceptionalities (3)
- EDUC 160 Guiding Children (2)
- EDUC 170 Infant/Toddler Curriculum (3)
- EDUC 201 Early Childhood Education Practicum (5)
- EDUC 206 Cultural Effects (3)
- EDUC 207 Children’s Literature (3)
- EDUC 208 Language Development (3)
- EDUC 220 Day Care Administration (3)
- EDUC 230 Infant & Toddler Development (3)
- EDUC 240 Program Planning/Young Children
- EDUC 250 Math/Science for Young Children (3)
- EDUC 260 Health/Nutrition Young Children (2)
- PSYC 101 Child Development (3)

General Education

- ENGL 121 Communication Skills (3)
- PSYC 100 Intro to Psychology (3)
- SPCH 101 Interpersonal Communication (3)
- Humanities elective (3)
- Math or Science elective (3)

The Teaching Assistant Certificate is 31 credit hours and is comprised of 6 hours in general education and 25 hours in education courses.

Early Childhood – Teaching Assistant Certificate

Education Courses

- EDUC 103 Intro to Early Childhood Education (3)
- PSYC 101 Child Development (3)
- Education Electives (19)

General Education

- ENGL 121 Communication Skills (3)
- PSYC 100 Intro to Psychology (3)

review of the demographic data for the program provided no major surprises. The vast majority of the students were female, white, and did not report having a disability. Most of the students were 20 years or older with the higher percentage being over the age of 25. Slightly surprising the fact that only one-fourth of the students were from low socio-economic households indicated by PELL eligibility.

Demographic Information for Students Enrolled in Early Childhood and Education Programs 2011-2015		
Gender	Enrolled	Percent
Male	2	2%
Female	105	98%
Race		
White	84	78.5%
Black	21	21%
Hispanic	0	
Other	2	.5%
Socio Economic Status		
Pell Eligible	28	26%
Non-Pell Eligible	79	74%
Disability Status		
Yes	12	26%
No	95	74%
Age		
Under 20	29	27%
20-25	37	35%
Over 25	41	38%

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As the following chart shows, enrollment in the program peaked in 2011, dipped to its lowest number in 2013, and then rose each of the next two years. Success rates in the education classes was consistently high.

Enrollment, Credit Hours and Success Rates in Early Childhood Child Care Option AAS & Teaching Assistant Certificate 2011-2015						
	2011	2012	2013	2014	2015	2011-2015
# of Students Enrolled	160	123	104	114	127	628
Credit Hours	380	369	314	341	287	1691
Success Rates	76%	70%	84%	80%	86%	79%

The number of students completing the Early Childhood Child Care Option AAS degree continued to be small but consistent with eight students completing it between 2011 and 2015, one each in 2011 and 2012 and two each in 2013, 2014, and 2015. Twelve students completed the certificate program, three in 2012, two in 2013, three in 2014, and four in 2015. Steps the college has taken to increase the number of completers are discussed at the end of this document.

The Early Childhood Education program is one of the options for high school students taking advantage of dual enrollment opportunities through DACC’s unique College Express program. High school juniors and seniors come to DACC five days a week for an hour and a half each day. Over the course of four semesters they can complete Creative Learning Experiences (EDUC 104), Guiding Children (EDUC 160), Children’s Literature (EDUC 207), and Math and Science for Young Children (EDUC 250). They can then apply these courses to the Early Childhood Teaching Assistant certificate or the Early Childhood Child Care Option AAS, the Early Childhood Paraprofessional Option AAS, or the Paraprofessional Educator Option (K-12) AAS.

Enrollments in the College Express sections of Early Childhood classes were consistent over the past five years, with 25 students enrolled in 2011, 23 each in 2012 and 2013, and 20 each in 2014 and 2015. Student success rates in the classes offered via College Express were consistent with success rates in the same classes offered to traditional college students. As the following chart shows, the high school students sometimes outperformed their traditional college counterparts.

Comparison of Success Rates in College Express Traditional Sections of Early Childhood Courses 2011-2015		
	College Express	Traditional College
EDUC104 Creative Learning	89%	71%
EDUC160 Guiding Children	74%	83%
EDUC207 Children's Literature	70%	81%
EDUC250 Math & Science for Young Children	76%	64%

Program Need

There continues to be a strong need for the Early Childhood Education AAS degree and Teaching Assistant Certificate programs at Danville Area Community College. 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. For example, in order to work in a child care facility, an individual needs to have just six credit hours in classes related to early childhood. All teachers in Head Start facilities, however, must have a minimum of an Associate's Degree and directors must have at least a Bachelor's degree. Labor market data also indicate a continued need for the program. Although the compounded growth of the ten-year period is small, the numbers are significant.

Area Program Employment Projections collected from IDES December 2015, for Vermilion, Champaign, Ford and Iroquois Counties (ILWA 17 and LWA 18)										
Program	SOC Code	Title	Employment		Employment 10 year change		Average annual Job Openings due to			Annual Compound Growth
			2012	2022	#	%	Growth	Replace	Total	
Early Childhood Teaching	25-9041	Teacher Assistant	1224	1261	37	3.0%	4	28	32	0.3%
	39-9011	Childcare Workers	860	915	55	6.4%	5	25	30	0.6%
Program Totals			2084	2176	92	4.4%	9	53	62	0.4%

Cost-effectiveness

The Early Childhood Child Care AAS and Teaching Assistant Certificate programs are cost effective. One full-time, tenured faculty member delivers the majority of the instruction. One part-time faculty member teaches Child Development, and another part-time faculty member teaches Issues in Exceptionalities. The cost for FY 2015 was approximately \$60,000 in salary and benefits for the full-time instructor and \$6,000 in salary for the two part-time instructors. Over the last five years the degree and certificate programs generated nearly 1700 credit hours which equated to

almost \$200,000. This total does not reflect the \$65 course fee per student that accompanies most education classes.

Quality

The most significant improvement in the program was the development of program outcomes, competencies, and measures for the early childhood program.

Danville Area Community College Early Childhood Education Program Outcomes, Competencies and Measurements

Outcome: The student will understand the young child's development, individual and exceptional needs.

Competency: Students will be able to select opportunities and environments that support the physical, social, emotional, language, cognitive, and creative development and learning of children.

Measurements: Written test, group projects, observations and notes, rubric

Outcome: Students will understand, respect, and value the characteristics and needs of families and their communities.

Competency: Students will establish and maintain positive, collaborative, supportive relationships with the families of young children in relationship to the child's development and learning.

Measurements: Newsletter to parents, students will take part in family events at the Child Development Center

Outcome: The student will use observation, documentation, and other appropriate assessment tools.

Competency: Students will plan curriculum, identify special needs, deepen understanding of child development, communicate with families and professionals and improve teaching practices.

Measurements: ASA as an assessment tool, anecdotal notes, written observation papers

Outcome: Students will use developmentally effective approaches.

Competency: The student will build positive relationships and guide all children through supportive interactions by empowering all children, families and communities.

Measurements: Student lesson plans, Instructor observation, rubric

Outcome: Students will build meaningful curriculum based on an understanding of how children learn.

Competency: The student will design, implement and evaluate experiences that promote positive development and meaningful learning for all children.

Measurements: Students design classroom lay outs, lesson plans

Outcome: The student will use reflective and ethical practices in the classroom.

Competency: The student will advocate, access resources, practice appropriate verbal and non-verbal communication, listen and interact respectfully.

Measurements: Create a resource directory, create a workshop and present to class, rubric

In addition to developing outcomes, competencies, and measurements for the early childhood program, the lead faculty member is aligning the Early Childhood curriculum with the most recent standards approved by the National Association for

the Education of Young Children (NAEYC). These courses meet the most recent NAEYC guidelines: Intro to Early Childhood (EDUC 103), Creative Learning Experiences (EDUC 104), Cultural Effects on Young Children (EDUC 206), Children's Literature (EDUC 207), Language Development (EDUC 208), Math/Science for Young Children (EDUC 250), and Health/Nutrition for Young Children (EDUC 260). Additional courses will be aligned with NAEYC standards.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

The college has been looking at ways to increase the number of students who complete either the Early Childhood AAS or certificate program. One thing the college has done has been to make a concerted effort to meet the needs of the professionals working in the field who cannot come to classes during the day. The college schedules education classes so that over the course of a five year period every education class required for the degree or certificate is offered at least one semester at night, on a Friday afternoon when many working professionals have planning time and can leave their schools, or online or via an online/hybrid format. Day Care Administration was moved to an online format fall 2013 and Health and Nutrition for Young Children (EDUC 26) was moved to an online format spring 2014. Children's Literature (EDUC 207) was developed as an online hybrid class and offered for the first time fall 2015. Infant/Toddler Development (EDUC 230) will be offered online for the first time fall 2016.

Another change the college made was to revise the requirements for the Early Childhood Teaching Assistant Certificate. As the certificate was originally developed, students had to take specific education classes the first semester, and specific education classes the second semester. As the number of students in the program declined, the college had to begin offering education classes on an alternating year cycle. This made it virtually impossible for students to finish the certificate in one year. The college submitted a revised curriculum guide to ICCB two years ago. There are four required courses, that are offered each year, and students can then choose from a list of education electives both the first semester and the second semester. No matter when a student enters the program, he or she can get the education electives needed to complete the certificate in a timely manner.

How does this program meet the minimum requirements of a Program of Study according to Perkins IV?

DACC's Early Childhood Education AAS degree program and Teaching Assistant Certificate meet the requirements of a Program of Study as defined by Perkins IV.

The program incorporates both secondary and postsecondary education elements.

A Form 6 Program of Study Course Sequence was developed for both the Early Childhood Child Care Option AAS and Early Childhood Teaching Assistant certificate with all of the high schools in the DACC district. These forms were submitted with the FY2016 Perkins annual report for the college.

The program includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

Curriculum guides were carefully developed with the input of members of the Early Childhood Advisory Committee. The curriculum is reviewed regularly and is updated to meet industry standards. Currently courses are being reviewed to assure they are in alignment with the most recent standards developed by the National Association for the Education of Young Children (NAEYC).

The program includes coherent and rigorous content.

The curriculum is aligned with NAEYC standards. Secondary students have the opportunity to earn dual credit for four of the early childhood courses through the College Express program. Secondary students have the opportunity to complete any or all of the other courses in the program as traditional dual enrollment students.

The program leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Students who complete the Early Childhood Education Child Care Option AAS are qualified to be teachers in early childhood classrooms. Students who complete the Early Childhood Teaching Assistant Certificate are qualified to serve as assistants in early childhood settings. Students have the opportunity to pursue the Bachelor degree through a variety of 2 + 2 programs with four-year institutions, including Eastern Illinois University and Kaplan.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
13.1501

Career Cluster
Education and Training

Career Pathway
Teaching/Training

Program of Study
Early Childhood Education - Paraprofessional Educator

Community College Program Title	Degree Type
Early Childhood Education: Paraprofessional Option	03 Degree
Paraprofessional Educator Grades K-12	03 Degree

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The college offers two associate degree programs to prepare students to work as paraprofessionals in school settings. The Early Childhood Paraprofessional Option AAS prepares students to work with children up through grade three. It is 60 credit hours with 42 of those education classes and 18 general education classes.

Early Childhood Paraprofessional Option AAS

<i>Education Courses</i>	<i>General Education Courses</i>
EDUC 101 Nature of Teaching (3)	ENGL 121 Communication Skills (3)
EDUC 103 Intro to Early Childhood (3)	PSYC 100 Intro to Psychology (3)
EDUC 104 Creative Learning (4)	SOCY 100 Intro to Sociology (3)

EDUC 160 Guiding Children (2)	SPCH 101 Interpersonal Communication (3)
EDUC 206 Cultural Effects (3)	Math or Science Elective (3)
EDUC 207 Children’s Literature (3)	Humanities Elective (3)
EDUC 208 Language Development (3)	
EDUC 225 Internship in Education (4)	
EDUC 226 Internship Seminar (1)	
EDUC 260 Health/Nutrition (2)	
EDUC 270 Exceptional Child (3)	
PEMW 150 Elementary Games (2)	
PSYC 101 Child Development (3)	
Education Electives (6)	
<p>The Paraprofessional Educator Option (K-12) AAS prepares students to work with older children in the school system. This degree is 61 credit hours and places a greater emphasis on general education than the Early Childhood option. It consists of 33 credit hours in education courses and 28 credit hours in general education.</p>	
<p>Paraprofessional Educator Option (K-12) AAS</p>	
<i>Education Courses</i>	<i>General Education Courses</i>
EDUC 101 Nature of Teaching (3)	ENGL 101 Rhetoric and Composition (3)
EDUC 160 Guiding Children (2)	Math 118 Intro to Mathematics (4)
EDUC 207 Children’s Literature (3)	PSYC 100 Intro to Psychology (3)
EDUC 208 Language Development (3)	SOCY 100 Intro to Sociology (3)
EDUC 225 Internship in Education (4)	SOCY 225 Race & Ethnic Relations (3)
EDUC 226 Internship Seminar (1)	SPCH 101 Interpersonal Communication (3)
EDUC 270 Exceptional Child (3)	Humanities Elective (3)
PSYC 101 Child Development (3)	Science Elective (3)
HLTH 102 First Aid & Personal Safety (2)	Social Science Elective (3)
Education Electives (9)	
<p>Because the classes in the four education programs at DACC overlap, it is difficult to extract demographic data for each specific program so the college looked at data for the education classes as a whole. The vast majority of the students were female, white, and did not report having a disability. Most of the students were 20 years or older with the higher percentage being over the age of 25. Slightly surprising is the fact that only one-fourth of the students were from low socio-economic households as indicated by PELL eligibility.</p>	

Demographic Information for Students Enrolled in Early Childhood and Education Programs 2011-2015		
Gender	Enrolled	Percent
Male	2	2%
Female	105	98%
Race		
White	84	78.5%
Black	21	21%
Hispanic	0	
Other	2	.5%
Socio Economic Status		
Pell Eligible	28	26%
Non-Pell Eligible	79	74%
Disability Status		
Yes	12	26%
No	95	74%
Age		
Under 20	29	27%
20-25	37	35%
Over 25	41	38%

High school students can take advantage of dual enrollment opportunities through DACC’s unique College Express program and earn credit for four courses that can be applied to the Childcare Paraprofessional and Paraprofessional Educator AAS degrees. Through this program high school juniors and seniors come to DACC five days a week for an hour and a half each day. Over the course of four semesters they can complete Creative Learning Experiences (EDUC 104), Guiding Children (EDUC 160), Children’s Literature (EDUC 207), and Math and Science for Young Children (EDUC 250). They can then apply these courses to any of the Education programs: the Early Childhood Teaching Assistant certificate, the Early Childhood Child Care Option AAS, the Early Childhood Paraprofessional Option AAS, or the Paraprofessional Educator Option (K-12) AAS.

Enrollments in the College Express sections of early childhood classes that are part of the curriculum for both of the paraprofessional programs were consistent over the past five years, with 25 students enrolled in 2011, 23 each in 2012 and 2013, and 20 each in 2014 and 2015. Student success rates in the classes offered via College Express were consistent with success rates in the same classes offered to traditional college students. As the following chart shows, the high school students sometimes outperformed their traditional college counterparts.

Comparison of Success Rates in College Express Traditional Sections of Early Childhood Courses 2011-2015		
	College Express	Traditional College
EDUC104 Creative Learning	89%	71%
EDUC160 Guiding Children	74%	83%
EDUC207 Children's Literature	70%	81%
EDUC250 Math & Science for Young Children	76%	64%

Program Need

There continues to be a strong need for the Early Childhood Paraprofessional AAS and Paraprofessional Educator Option (K-12) AAS in the area served by Danville Area Community College. There is a projected need for 32 teacher assistants over the next six years. Unfortunately the number of students pursuing these two degrees is very small. No students completed the Early Childhood Paraprofessional degree between 2011 and 2015, and only two completed the Paraprofessional Education Option (K-12). The college can and should market these programs more effectively because there will be jobs available and those jobs pay more than minimum wage.

Area Program Employment Projections collected from IDES December 2015, for Vermilion, Champaign, Ford and Iroquois Counties (ILWA 17 and LWA 18)										
Program	SOC Code	Title	Employment		Employment 10 year change		Average annual Job Openings due to			Annual Compound Growth
			2012	2022	#	%	Growth	Replace	Total	
Early Childhood Teaching	25-9041	Teacher Assistant	1224	1261	37	3.0%	4	28	32	0.3%
	39-9011	Childcare Workers	860	915	55	6.4%	5	25	30	0.6%
Program Totals			2084	2176	92	4.4%	9	53	62	0.4%

Cost-effectiveness

The Early Childhood Paraprofessional Option AAS and Paraprofessional Educator Option (K-12) AAS are both cost effective. The courses are all tied to other degree programs. One full-time, tenured faculty member delivers the majority of the instruction. Five of the required education courses are taught by part-time instructors: EDUC 101 Nature of Teaching, EDUC 270 Education of the Exceptional Child, HLTH 102 First Aid and Personal Safety, PEMW 150 Elementary Games, and PSYC 101 Child Development.

Quality

The most significant improvement in the education program was the development of

program outcomes, competencies, and measurements.

**Danville Area Community College Early Childhood and
Education Program Outcomes, Competencies and Measurements**

Outcome: The student will understand the young child's development, individual and exceptional needs.

Competency: Students will be able to select opportunities and environments that support the physical, social, emotional, language, cognitive, and creative development and learning of children.

Measurements: Written test, group projects, observations and notes, rubric

Outcome: Students will understand, respect, and value the characteristics and needs of families and their communities.

Competency: Students will establish and maintain positive, collaborative, supportive relationships with the families of young children in relationship to the child's development and learning.

Measurements: Newsletter to parents, students will take part in family events at the Child Development Center

Outcome: The student will use observation, documentation, and other appropriate assessment tools.

Competency: Students will plan curriculum, identify special needs, deepen understanding of child development, communicate with families and professionals and improve teaching practices.

Measurements: ASA as an assessment tool, anecdotal notes, written observation papers

Outcome: Students will use developmentally effective approaches.

Competency: The student will build positive relationships and guide all children through supportive interactions by empowering all children, families and communities.

Measurements: Student lesson plans, Instructor observation, rubric

Outcome: Students will build meaningful curriculum based on an understanding of how children learn.

Competency: The student will design, implement and evaluate experiences that promote positive development and meaningful learning for all children.

Measurements: Students design classroom lay outs, lesson plans

Outcome: The student will use reflective and ethical practices in the classroom.

Competency: The student will advocate, access resources, practice appropriate verbal and non-verbal communication, listen and interact respectfully.

Measurements: Create a resource directory, create a workshop and present to class, rubric.

Describe any programmatic improvements achieved since the last review period and any planned before the next period.

The college has been looking at ways to increase the number of students who complete either the Early Childhood Paraprofessional AAS or the Paraprofessional Educator (K-12) AAS. One thing the college has done has been to make a concerted effort to meet the needs of the professionals working in the field who cannot come to classes during the day.

The college schedules education classes so that over the course of a five year period every education class required for these degrees is offered at least one semester at night, or online or via an online/hybrid format. Children's Literature (EDUC 207), which is a requirement for both degrees, was developed as an online hybrid class and offered for the first time fall 2015. Day Care Administration was moved to an online format fall 2013 and Health and Nutrition for Young Children (EDUC 26) was moved to an online format spring 2014. Infant/Toddler Development (EDUC 230) will be offered online for the first time fall 2016. These three classes are not required for either degree but are eligible education electives for both degrees.

Another change the college made was to revise the requirements for the Early Childhood Teaching Assistant Certificate. All of the courses in the certificate can be applied to either AAS degree, so increasing the number of certificate completers has the potential to increase the number of degree completers. As the certificate was originally developed, students had to take specific education classes the first semester, and specific education classes the second semester. The number of students in the early childhood and education classes had declined over the years, and the college began offering the classes on an alternating year cycle. This made it virtually impossible for students to finish the certificate in one year. The college submitted a revised curriculum guide to ICCB two years ago. There are four required courses that are offered each year and students can then choose from a list of education electives both the first semester and the second semester. No matter when a student enters the program, he or she can get the education electives needed to complete the certificate in a timely manner.

Minimum requirements of a Program of Study according to Perkins IV

DACC's Early Childhood Paraprofessional Option AAS and Paraprofessional Educator Option (K-12) AAS meet the requirements of a Program of Study as defined by Perkins IV.

The program incorporates both secondary and postsecondary education elements.

A Form 6 Program of Study Course Sequence was developed for both the Early Childhood Paraprofessional Option AAS and Paraprofessional Educator Option (K-12) AAS with all of the high schools in the DACC district. These forms were submitted with the FY2016 Perkins annual report for the college.

The program includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

Curriculum guides were carefully developed with the input of members of the Early Childhood Advisory Committee. The curriculum is reviewed regularly and is updated to meet industry standards. Currently early childhood courses are being reviewed to assure they are in alignment with the most recent standards developed by the National Association for the Education of Young Children (NAEYC). Education courses, such as Nature of Teaching and Child Development, have been rearticulated with Eastern Illinois University and others will be resubmitted to the recently revived IAI Early Childhood panel.

The program includes coherent and rigorous content.

Secondary students have the opportunity to earn dual credit for four of the courses that can be applied to both of these degrees through the College Express program. Secondary students have the opportunity to complete any or all of the other courses in the program as traditional dual enrollment students.

The program leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Students who complete the Early Childhood Paraprofessional or the Paraprofessional Educator (K-12) AAS are qualified to work as teaching assistants in schools. Students have the opportunity to pursue the Bachelor degree through a variety of 2 + 2 programs with four-year institutions, including Eastern Illinois University and Kaplan.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
47.0303 and 15.0613

Career Cluster
Manufacturing

Career Pathway
Manufacturing Production Process Dev.

Program of Study
Advanced Manufacturing

Community College Program Title	Degree Type
Advanced Manufacturing	03 Degree
Mechatronics	30 Certificate
Maintenance Mechanic	20 Certificate
Advanced Maintenance Mechanic	30 Certificate
Manufacturing Engineering Technology	03 Degree

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Industrial Maintenance was renamed to Advanced Manufacturing in 2013. The college was part of a 21 community college consortium that received a TAACCCT Department of Labor Grant. This grant allowed us to purchase an Advanced Manufacturing Lab from Depco LLC. The lab cost \$200,000. It has been a great addition to our manufacturing lab. This grant also allowed us to hire a mechatronics faculty member and create a mechatronics certificate as an extension of the Advanced Manufacturing degree. An addition to curriculum was providing course work for the MSSC CPT (certified

production technician) certificate. The grant provided money for students to take these tests. We have awarded over 30 CPT certificates.

The college was also able to secure a 3 million dollar private donation to add an Advanced Manufacturing wing to the Technology Complex. This addition provided two new classrooms, office space, and two new labs. One lab is dedicated to Advanced Manufacturing. This past year three ABB Robots were able to be purchased for this lab.

Future plans include adding new PLC Controllers and mobile workstations to this lab. With all these improvements enrollment has been very strong. There is a high demand for Advanced Manufacturing Technicians. Currently there are more requests for workers, than the college has graduates.

Both the electronics faculty and manufacturing faculty use this equipment. Both instructors have received additional robotic training and will develop a new robotic course for the fall 2016 semester.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
47.0603

Career Cluster
Transportation, Distribution and Logistics

Career Pathway
Facility and Mobile Equipment Maintenance

Program of Study
Automotive Collision Repair

Community College Program Title	Degree Type
Automotive Collision Repair	03 Degree,
Automotive Collision Repair	20 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The decision was made by the college to suspend this program at the end of the 2015-2016 academic year. The enrollment over the past few years has been on a steady decline. The college looked very hard at its CTE programs due to the current budget issues in the state. The full-time faculty member was also released.

Hopefully the state budget will be resolved and the college can investigate the feasibility of starting this program back up in a few years.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
47.0604

Career Cluster
Transportation, Distribution and Logistics

Career Pathway
Facility and Mobile Equipment Maintenance

Program of Study
Automotive Technology

Community College Program Title	Degree Type
Automotive Technology	03 Degree, 20 Certificate
Fundamentals of Auto Technology (AO)	30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The college’s automotive program continues to have strong adult (15 full-time) and college express (40 high school students) enrollment. The college express program supports a morning offer for Danville High School students and an afternoon time slot with 2 sections of county high school students. The automotive instructors are ASE certified and also provide I-CAR credits.

Due to the colleges commitment to technology the auto test equipment has been kept up to date with a new tire balancer and tire changer in the last two years. The college is

also committed to updates on all of the required software licenses to handle the latest technology advances in automotive systems. This is an annual cost of about \$3000.00. The college express program is an excellent feeder into our Automotive Technology AAS degree program.

Employment in the auto industry has been somewhat soft in our area. Students with the best skills sets are finding employment. Employees must have their own tools and be able to make a set repair hourly rate. Once a student has worked in the industry for two years they are able to take the ASE certification tests. These certificates lead to getting a higher paying job.

The college's plan to improve the program is to provide students with exposure to sample ASE tests before they leave our program. This should prepare them for the future world of work.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
47.004

Career Cluster
Transportation, Distribution and Logistics

Career Pathway
Facility and Mobile Equipment Maintenance

Program of Study
Automotive Technology – Department of Corrections

Community College Program Title	Degree Type
Basic Auto Technology	30 Certificate
Advanced Auto Technology	30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: Suspended until Department of Corrections contract is renewed

Improvements & Rationale for Action

The DOC automotive certificates have been running very well. The open entry open exit format of these certificates insures that we always have a full class of 17 students. There is a wait list of students waiting for this class.

In the past couple of years the Department of Corrections was able to provide equipment funding. The most recent purchase was for the new alignment machine. The instructor was doing an excellent job given the limitations of the corrections

environment. The college had also donated a late model automobile for use at the correctional center.

Due to the state budget the college made the decision in the fall of 2015 to temporarily suspend all DOC programs due to not receiving any funding from the state. The faculty were laid off. Six months later there is still no firm funding to support our programs at the Danville Correctional Facility. If the college does not receive funding, the program will have to be restart from scratch. All the existing equipment was placed in storage. The other issue adding to the programs uncertainty is the value the new college president will place on correctional education. The contract to provide instruction at the prison has expired which will need to be negotiated if the new president chooses to do that.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
51.0801

Career Cluster
Health Science

Career Pathway
Support Services

Program of Study
Certified Medical Assistant

Community College Program Title Certified Medical Assistant	Degree Type 20 Certificate
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

In the spring of 2013 Danville Area Community College was approached by Carle Clinic Hospital about the need for Certified Medical Assistants. In the fall of 2014 Danville Area Community College began to offer courses in Medical Assisting.

A full-time faculty member was hired to serve over 20 students who enrolled. This certificate is a three semester program. The college graduated 10 students from the first class and has started a new cohort every semester since the program began. The average class size has been 12 to 15 students. When the program started about 35% of the classes were being offered in the Medical Office AAS.

Great relationships have been established with all the local medical facilities supported by the 100% placement rate of students in internships. The program has also been accepted by the following accrediting agencies:

- American Medical Technology certify for the Registered Medical Assistant (RMA)
- National Center for Competency Testing for the National Certified Medical Assistant (NCMA)

Students are receiving jobs and can receive professional credentials once they graduate. Just this spring (2016) the college was approached by Carle Hospital again to develop a short 12 hour certificate that their medical office employees could take to become Medical Assistants. This program has been well received within the community, and has a very active and supportive advisory committee that meets annually.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

<p>6-digit CIP 52.0701</p>

<p>Career Cluster Business Management and Administration</p>

<p>Career Pathway General Management</p>

<p>Program of Study Small Business Ownership</p>

<p>Community College Program Title Small Business Ownership</p>	<p>Degree Type 30 Certificate</p>
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

<p>The Small Business Ownership certificate was approved in October of 2009. This certificate was a joint project with the college’s Small Business Development Center (SBDC) and the Business Division. The objective of this certificate was to allow clients of the SBDC access to existing college business classes. The Basics of Business Set Up class was developed by the SBDC staff and offered through that office. The other classes in the certificate were selected to help a new business owner gain other necessary skills and knowledge to be successful.</p> <p>In the seven years that this certificate has been offered, there have been four completions, three in FY2014 and one in FY2015. At this point the regular college classes are embedded in other business programs. The only course not</p>

embedded is BMGT 100 which is taught by the SBDC Director, usually at tutorial rates resulting from low enrollment. Since the spring semester of 2014, BMGT 100 has been offered as a hybrid course which has been well received by enrolling students. The students walk through the process of writing a business plan. Each module explores a different aspect of developing a plan for the business so the assignment for each is an element that is ultimately included in the final plan document. All steps are completed online. The first week of the course, students are asked to set up an appointment to meet with the instructor to discuss the business they plan to use as the basis for the coursework. The last week of the course, they present the business plan to the instructor as though the instructor were a lender or investor.

The program costs continue to be minimal, and the college is committed to keeping the program. The program will continue to be monitored over the next few years to see if it gains any momentum.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

<p>6-digit CIP 51.1501</p>

<p>Career Cluster Human Services</p>

<p>Career Pathway Counseling and Mental Health Services</p>
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<p>Program of Study Substance Abuse Training</p>

<p>Community College Program Title Substance Abuse Training – Department of Corrections</p>	<p>Degree Type 30 Certificate</p>
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify: Suspended until Department of Corrections contract is renewed

Improvements & Rationale for Action

<p>In December of 2015 the college made the decision to suspend all its DOC programs and laid off all the faculty and staff. Due to the lack of a stable state budget the program may be suspended for a long time. One factor will be our new college president and his philosophy about correctional education.</p>

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Program Identification Information

6-digit CIP
49.0205

Career Cluster
Transportation, Distribution and Logistics

Career Pathway
Transportation Operations

Program of Study
Tractor Trailer Driver

Community College Program Title	Degree Type
Tractor Trailer Driver I	30 Certificate
Tractor Trailer Driver II	30 Certificate
Class B CDL Training	30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The objective of the Tractor Trailer Driver Training Program is to prepare students to become safe, effective and licensed Class A CDL drivers. This program was approved by ICCB October 27, 1995 and continues to successfully meet this objective. The students are incumbent workers in local logistics companies, as well as those seeking employment in these companies.

Beginning as a 160 hour / four week / 11 credit hour certificate program, it now is also offered in a 240 hour / six week / 16 credit hour certificate program when taken with an internship for Pell funding assistance. Weekend and night classes are delivered based on demand.

In 2001, the optional Tractor Trailer Driver Internship Program was added. The students receive realistic experiences in an actual on the job work situation focusing on each individual student's career goals. Emphasis is placed on coordinating the needs of the student and the business community. Students receive 400 hours of practical experience at an approved logistics site. With these additional five credit hours, the Program becomes Pell Grant eligible which is extremely important to approximately 45 percent of the students.

Training courses offered by the department for our local logistics employers' workforce development include: specialized training available for companies; refresher course for individuals with Class A CDL; Transmission Simulator Training; National Safety Council Defensive Driving Course; Hazmat Training & Recertification; Hours of Service Training; and the New Driver DOT Certification Course.

In CY 2015 DACC added a used straight truck to its inventory and it now offers a Class B CDL training course. A Class B CDL is required to operate vehicles with gross vehicle weight rating (GVWR) of 26,001 or more pounds. This allows DACC not only to provide training for those wanting to drive a straight truck (i.e. garbage truck, delivery truck, dump trucks, buses) but it is especially beneficial for any student who struggles to complete any portion of the Class A course. By placing them into this course, which tends to be easier for students since there is no trailer to back which tends to be one of the more challenging parts of the Class A course, students can still find employment in this high demand field.

Before their course completion, all students are surveyed as to: Overall Rating of the Course; Course Content; Benefit of Course to You; Benefit of Textbook/Materials; Instructor's Effectiveness; Instructor's Presentation Style; Instructor's Knowledge of Subjects; Instructor's Rapport with Students; What did you learn that was most beneficial to you?; and What recommendations could you make for improving this course? The Coordinator of the program, as well as the Instructors, review each of these surveys for a constant quality check on student satisfaction on the training program as a whole, as well as to their preparation for employment.

The current Tractor Trailer Driver Training Program staff includes a Coordinator, a full-time Instructor and one part-time instructor. The Coordinator began teaching the first half of the day classes in CY15. The full-time instructor then teaches the afternoon portion of the day class and stays to teach the entire night class. This has saved several thousand dollars as previously the college hired part-time instructors to teach the night classes. At this time, the part-time instructor is used as a substitute instructor for both the Coordinator and full-time instructor as needed. The Coordinator has office hours every day in the afternoon and this has worked out very well.

The current Coordinator has been in the position since the January 2014. As always, the current instructors, whether full- or part-time, are chosen for their experience in the field and their positive interactions and communication skills with students.

Students are taught on the following types of equipment:

- 1 – 2015 International ProStar Tractor (leased)
- 1 – 2007 Volvo Tractor
- 1 – 1995 48' Pines Trailer
- 1 – 1993 53' Fruehauf Trailer
- 1 – 2005 International Box Truck
- 1 – TranSim Transmission Driving Simulator

The Tractor Trailer Driver Training Program has a dedicated classroom and office located in the Technology Center on the DACC campus. The training yard, used for truck inspections and backing maneuvers, has been relocated from the north side of the Technology Center to 1850 E Voorhees, Danville, IL. This location has a much better quality driving surface, concrete versus asphalt/gravel, making backing and inspecting the trucks much easier and safer for students, especially in inclement weather.

The program enjoys having an Advisory Board made up of local employers. Their inputs are taken into consideration with regard to program improvements and the networking between the industry representatives, college officials and program staff is extremely valuable. This Advisory Board can guide and direct this program and make it even more successful in the years to come by establishing Internship Programs, Scholarship Programs, enhancing curriculum to meet changing market standards and monitoring the accountability of student outcomes.

The U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections notes the lowest 10 percent earned less than \$25,740 and the highest 10 percent earned more than \$61,150. Additional benefits include getting to travel all over the country, insurance coverage, retirement and vacation time.

Employment of heavy and tractor-trailer truck drivers is projected, nation-wide, to grow 5 percent, or 98,800, from 2014 to 2024, about as fast as the average of all occupations. In addition, according to the American Trucking Association (ATA) in a May 18, 2015 article from Fortune.com, many truck drivers are expected to retire in the coming years, creating even more job opportunities. The ATA expected that there was a shortage, as of summer of 2015, of between 35,000 and 40,000 truck drivers nationwide.

The Illinois Department of Employment Security (IDES) projects employers will need 9,064 Heavy and Tractor Trailer Truck Drivers between 2012 and 2022, at 13.38% increase.

In Vermilion County, according to a survey conducted by Vermilion Advantage's workforce cluster members for 2015-2016, Heavy and Tractor-Trailer Truck Drivers, Class A & B combined, are in demand and are predicted to see 55 new positions and 112 replacement positions in the coming year. Additionally, 4 new jobs and 4 replacement jobs for Class B bus drivers are projected. From this survey, CDL drivers are ranked in third place on the Highest Demand Jobs

list with 170 total jobs expected to be filled locally in the next year.

LGST 025 – Tractor Trailer Driver Training class for all students (including those receiving financial aid when taken with LGST 050 – Internship) 11 credit hours total for both (240 hours)

Program Enrollments*										
Tractor Trailer**										
	2011 Fall		2012 Fall		2013 Fall		2014 Fall		2015 Fall	
Total	19		12		14		25		21	
Male	17	89%	12	100%	13	93%	23	92%	18	86%
Female	2	11%	0	0%	1	7%	2	8%	3	14%
White	13	68%	8	67%	11	79%	16	64%	11	52%
Black	4	21%	1	8%	1	7%	3	12%	4	19%
Hispanic	0	0%	2	17%	0	0%	0	0%	0	0%
Other***	0	0%	1	8%	1	7%	0	0%	1	5%
Unknown	2	11%	0	0%	1	7%	6	24%	5	24%
Pell Eligible	19	100%	12	100%	14	100%	23	92%	20	95%
Not Pell Eligible	0	0%	0	0%	0	0%	2	8%	1	5%
no Disability	18	95%	12	100%	14	100%	23	92%	20	95%
with Disability	1	5%	0	0%	0	0%	2	8%	1	5%
Under 20	0	0%	0	0%	0	0%	0	0%	0	0%
20-25	4	21%	2	17%	2	14%	7	28%	7	33%
Over 25	15	79%	10	83%	12	86%	18	72%	14	67%

* Included are students enrolled in the program and program coursework during the Fall semester
 **Tractor Trailer Driver I certificate, Tractor Trailer Driver II certificate
 *** Asian, Hawaiian Specific, or American Native

The curriculum for the Tractor Trailer Driver Training program at Danville Area Community College was designed to meet or exceed industry standards and the Illinois Secretary of State’s licensing standards under the advisement of the members of the program’s Advisory Board and the Danville Area Logistics Cluster. The Tractor Trailer Driver Training Program boasts of a student/trainer ratio of four students per trainer. Of equal importance is a format of four students per tractor trailer. Larger classes will have multiple trainers working with the class to avoid having a class limit.

	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>
Credit hour enrollments	635	483	410	536.5	589
Certificates awarded	35	34	29	38	28

DACC’s tuition, \$3,520.00 (FY 2016), continues to be one of the lowest in the state. At the

present time DACC will try to maintain this quality program at a reasonable tuition rate.

Throughout its 21-year history, the Tractor Trailer Driver Program has remained true to its goals and objectives of providing a quality, cost-effective training program that meets the needs of the residents of DACC's District. There is a recognized need for well-trained Tractor Trailer Drivers and DACC continues to answer this need for its district.

DISCIPLINE REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Social and Behavior Sciences
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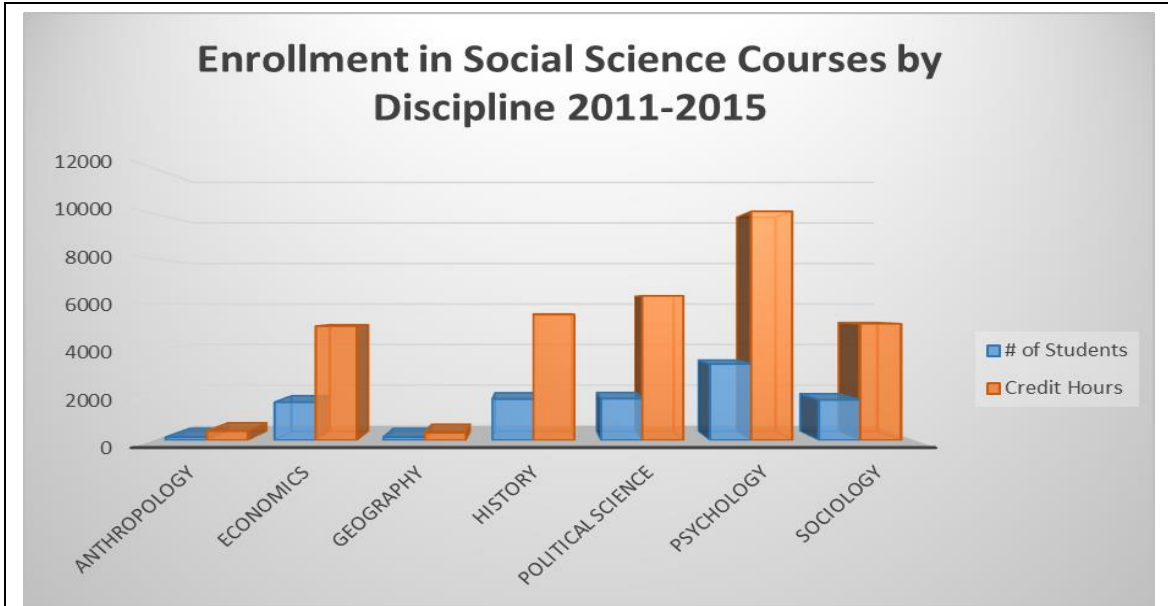
Improvements & Rationale for Action

The academic discipline area reviewed in Academic Year 2016 was Social Sciences. The Social Sciences at the college include anthropology, economics, geography, history, political science, psychology, and sociology. The college offers 35 courses in this discipline. Twenty-six of these courses meet the IAI general education standards and 9 of them have been articulated with numerous four-year institutions. Based upon the institution’s review this discipline will be continued with minor changes.

Objectives: The objectives for the Social Sciences division mirror the general education outcomes for the college. These are to improve student skills in the areas of communication, critical thinking, use of technology, and social awareness.

Program need: The need for this discipline is great. Representatives from four-year institutions and members of advisory committees for career and technical programs all agree that students need a firm foundation in the social sciences. Students pursuing the Associate in Engineering Science degree must complete 3-6 hours in social sciences, students pursuing the Associate in Fine Arts in Arts degree and the college’s proposed Associate in Science degree must complete 6 hours in social sciences, and students in the Associate in Fine Arts in Art Education, the Associate in Science and Art, and the college’s proposed Associate in Arts must complete 9 hours in social sciences. These must be courses approved by IAI. In addition a majority of the students in the many career-technical degree programs offered at the college must complete a minimum of 3 credit hours in the social sciences.

The need for the discipline is indicated by the enrollment figures over the last five years. There were 10,724 students enrolled in social science classes, generating 32,868 credit hours. There were 135 students (402 credit hours) in anthropology, 1675 students (5025 credit hours) in economics, 138 students (334 credit hours) in geography, 1814 students (5533 credit hours) in history, 1830 students (6362 credit hours) in political science, 3358 students (10,082 credit hours) in psychology, and 1774 students (5130 credit hours) in sociology. The distribution across the seven content areas is shown in the following graph.



**based on data provided by the DACC Institutional Effectiveness Office*

Cost-effectiveness: The net cost for providing instruction in the social sciences classes in general is very reasonable. Most sections are enrolled near to capacity. In cases where enrollment is low, the sections are either taught on a tutorial basis or are cancelled and students are directed to other courses that fulfill the same requirement. Because of the nature of the courses, there is little overhead other than the instructor, some computers, and a projector. There are four full-time faculty members in the Social Sciences division. In addition there are on average six part-time faculty teaching sections of anthropology, economics, psychology, and sociology.

Quality: The college assures the quality of this discipline in several ways. These include evaluations of instructors, assessments conducted by instructors, data collected by the Institutional Effectiveness Office, and the college’s participation in the Achieving the Dream initiative.

Full-time faculty are observed once each year by the appropriate dean and part-time faculty are observed each year by the appropriate lead instructor. Each semester student evaluations are administered in three of the sections taught by a full-time instructor and in all sections taught by a part-time instructor. The results of these observations and evaluations are reviewed by the appropriate dean and any problem areas identified are addressed.

The college has had an aggressive assessment process in place for many years. Over the past two years the college has been making adjustments to this process. During the first four years covered by this review the process was that each semester instructors conducted an assessment at the course level and submitted an assessment report. At the end of the academic year each program submitted a program-level assessment report that included changes made to the program as a result of the course-level assessments. In addition the college assessed one general education outcome each year and used the results from that assessment to gauge overall how the college was doing in regards to each outcome. Beginning

fall 2015 the college piloted using a common rubric to evaluate students' communication skills. Different programs could choose to use the rubric to assess the communications skills of the students in their courses, or programs could choose to do a project assessing another outcome.

The Institutional Effectiveness Office compiles data that assist the academic divisions in assessing the quality and effectiveness of their programs. One example of the data compiled by the Institutional Effectiveness Office that is used to improve programs is the Student Success Report by division. At the end of each semester the deans of the academic divisions receive a report that shows what percentage of students in each section of a course were successful (defined as a C or above), withdrew from a course, or were unsuccessful in a course. The overall success rate in all sections is also provided. This data is then reviewed to see if patterns or areas of concern emerge.

While the college is interested in how students do in every class they take, the institution carefully monitors how students are faring in the high enrollment courses. In the social sciences, the courses with the highest enrollments are CECN 102 Microeconomic Principles, CECN 103 Macroeconomic Principles, HIST 151 History of U.S. to 1865, HIST 152 History of U.S. Since 1865, POLI 150 American Government, PSYC 100 Introduction to Psychology, and SOCY 100 Introduction to Sociology. These seven courses generated 75 percent of the credit hours in the social sciences 2011-2015. The overall success rates in these courses were excellent, as the following chart shows.

Number of Students, Credit hours, and Success Rates in High Enrollment Social Science Courses 2011-2015			
Course	# of Students	Credit Hours	Success Rates
CECN102	1191	3573	70%
CECN103	455	1365	75%
HIST151	656	1968	85%
HIST152	698	2095	85%
POLI150	1327	3981	75%
PSYC100	2447	7341	81%
SOCY100	1323	3969	85%
*Based on data provided by the DACC Institutional Effectiveness Office			

The college's participation in Achieving the Dream has had a dramatic impact on how the institution evaluates the quality of its programs. As part of this initiative the college is required to disaggregate success rates by gender, race, and socio-economic status. Individuals from minority backgrounds, particularly males, and individuals from lower socio-economic backgrounds are less likely to be successful overall in their courses than their white counterparts from higher socio-economic backgrounds. Several strategies have been

implemented to address this finding. Focus groups have been held with students who were both successful and unsuccessful to get input into how to improve courses and help them be successful. An individual who is knowledgeable about how to assist “under-resourced” college students conducted an all-day workshop with faculty to help them gain understanding of and expertise in working with these students. In addition faculty participated in a two-day workshop on cooperative learning strategies, which have been shown to improve retention across all groups but particularly with students from minority and low socio-economic backgrounds. The college will continue to collect and analyze data to determine if any of these strategies help students complete the social science classes they need, particularly students from minority and low socio-economic backgrounds.

Programmatic Improvements

Beginning in FY2014 the College made a renewed commitment to program-level assessment. One of the first steps was to review program level outcomes and rewrite them so they would be more measurable. The four full-time faculty in Social Sciences spent considerable time rewriting the program level outcomes and the competencies to measure those, and then reviewing their course-level outcomes to verify they support the program outcomes. There is still work to be done, but faculty have made great progress in this area.

Program: Social Science

Outcome: Students will demonstrate competency in communications.

Gen Ed: Communication

Competency:

Measure:

The student will demonstrate college level writing in papers and exams, and other projects.	rubric
The student will demonstrate the ability to use proper citations in all research assignments.	rubric

Outcome: Students will demonstrate competency in critical inquiry and problem solving.

Gen Ed: Critical Thinking

Competency:

Measure:

The student will demonstrate the ability to define a problem and construct methods to gather, analyze, interpret, and evaluate data.	oral and/or in writing with an established rubric
The student will demonstrate the use of approved social science methodologies in the application of qualitative analysis.	oral and/or in writing with an established rubric
The student will demonstrate the use of approved social science methodologies in the application of quantitative analysis.	oral and/or in writing with an established rubric

Outcome: Students will demonstrate competency in cultural awareness and social skills.

Gen Ed: Cultural Awareness

Competency:	Measure:
The student will demonstrate an understanding of local, national, and global issues.	oral and/or in writing with an established rubric
The student will demonstrate the application of ethical principles as outlined in course and institutional publications.	rubric

Outcome: Students will demonstrate technological competence.

Gen Ed: Technology

Competency:	Measure:
The student will demonstrate fundamental keyboarding skills to navigate certain aspects of courses in the program.	rubric
The student will demonstrate knowledge of the use of search engines and/or online reference tools in completing social science research projects orally or in writing.	rubric
The student will demonstrate the ability to use current information resources, methods, and technology.	oral and/or in writing with an established rubric

Articulation:

IAI courses are accepted at all public institutions of higher education in Illinois. They are extensively reviewed by a panel of content experts. Faculty must submit very complete, detailed syllabi. In FY2013 IAI moved to an On-Going Review Process. DACC has submitted many courses for review as part of this on-going process.

In addition to the 26 social science courses DACC has articulated with IAI, the college has 9 other social science courses that have been articulated with at least seven four-year institutions: Bradley, DePaul, Eastern Illinois, Illinois State, Indiana State, Northern Illinois, and Western Illinois. These articulations are current per Transferology.

Course Number	Course Name	IAI	Articulated*
ANTH 103	Anthropology	Yes	
ANTH 107	Cultural Anthropology	Yes	
CECN 102	Microeconomic Principles	Yes	
CECN 103	Macroeconomic Principles	Yes	
CECN 108	Elements of Economics	Yes	
GEOG 134	World Geography	Yes	
HIST 111	Western Civilization I	Yes	
HIST 112	Western Civilization II	Yes	
HIST 121	Latin America Colonial Period	Yes	
HIST 122	Modern Latin America	Yes	
HIST 151	History of U.S. to 1865	Yes	
HIST 152	History of U.S. Since 1865	Yes	

HIST 160	History of Illinois	No	Yes
HIST 181	Ancient World	No	Yes
POLI 130	Principles of Political Science	Yes	
POLI 150	American Government	Yes	
POLI 160	International Relations	Yes	
POLI 170	American Judicial Process	No	Yes
POLI 231	State and Local Government	Yes	
POLI 238	Comparative Government	Yes	
POLI 240	Non-Western Comparative Govt	Yes	
PSYC 100	Introduction to Psychology	Yes	
PSYC 101	Child Development	Yes	
PSYC 120	Substance Abuse	No	Yes
PSYC 205	Industrial Psychology	No	Yes
PSYC 210	Human Development	Yes	
PSYC 230	Abnormal Psychology	No	Yes
PSYC 240	Social Psychology	Yes	
PSYC 250	Personality	No	Yes
SOCY 100	Introduction to Sociology	Yes	
SOCY 201	Social Problems	Yes	
SOCY 202	Introduction to Social Work	No	Yes
SOCY 203	Introduction to Women's Studies	Yes	
SOCY 205	Juvenile Delinquency	No	Yes
SOCY 225	Race and Ethnic Relations	Yes	

* Articulated with Bradley, DePaul University, Eastern Illinois University, Illinois State University, Indiana State University, Northern Illinois University, and Western Illinois University

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

General Education, Adult Education, Remedial/Developmental Education, Vocational Skills, Transfer Programs and Functions

Cross-Disciplinary Program	Transfer Functions and Degrees
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Improvements or Rationale for Action

Articulation:

The Director of Advisement & Counseling maintains articulation with IAI and individual universities. Danville Area Community College currently has eighty-nine (89) courses that have been approved for IAI General Education Core Curriculum classes and thirty-three (33) for IAI Major Courses. A total of one hundred and twenty-two courses are IAI. The other 131 Major Specific courses have been articulated to three Illinois public universities or baccalaureate degree-granting institutions to which a majority of the college’s students, majoring in the field for which the course is required, transfer. Only courses that have been articulated for transfer are allowable in the ASA, AES, AFA and AFAE degrees.

The Director of Advisement & Counseling, also, assists in 2 + 2, Cooperative programs with major universities. This year’s activities include:

- New agreement with Chamberlain College of Nursing – RN to BSN
- Grand Canyon University – DACC ASA to any of Grand Canyon’s Online Programs
- Olivet Nazarene University – Pursue ONU Dual Enrollment Program
- Eastern Illinois University – Reverse Transfer
- Eastern Illinois University – DACC AAS (ADN) in Nursing to RN to BS in Nursing

The College submitted a request to ICCB to offer an Associate of Fine Arts in Art and an Associate of Fine Arts in Art Education. Both degrees were approved and

we now have 2 additional degrees to offer in the Liberal Arts major. The college submitted the studio and graphic design courses, within the degree, to several 4-year institutions, who have, also, accepted our courses.

Additionally, due to the STEM programs requiring more science, the State suggested that we reconsider offering the AA and AS degrees. We are considering this change and a team has met to discuss how to transition the ASA back to the AA and AS degrees.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	Library
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Major Findings and Improvements/Modifications to the Area

<p><i>Function of the Library</i></p> <p>The library supports the teaching and learning mission of DACC by providing information, resources, and services to students, faculty and staff, and residents of the Community College District. The library supports the college’s goals to upgrade facilities to enhance student learning and provide state of the art technology to encourage student learning.</p> <p><i>Strengths and Weaknesses</i></p> <p>The library is housed in the Clock Tower at DACC. It is a beautiful facility equipped with 2 computer labs (a total of 29 computers) a reader for the visually impaired, a quiet reading area, group and individual study areas, a media viewing room, the Archives viewing room and work room, a copy machine and printer for patron use, FAX services for patrons, and a group study room equipped with a computer, Smart Board, Bright Link, and tablet. There are two power chairs where students can charge their laptops, tablets, and cell phones. A tablet loan program is being developed.</p> <p>The library’s collection continues to evolve to meet patron needs. Significant weeding of outdated or duplicated print materials has resulted in a decrease in the library’s item count, although it is still around the 70,000 mark. The library has purchased fewer print materials and more electronic materials since the last program review. In 2012 the library subscribed to a discovery tool that would allow students to search the entire catalog easily. In 2013 Dr. Ruth Lindemann applied for and received a \$5000 state grant for an audio book collection. Beginning in 2014 the library participated in the <i>eRead Illinois</i> project to provide more recreational reading to</p>

patrons.

The library maintains its membership in the Consortium of Academic and Research Libraries in Illinois (CARLI), Illinois Heartland Library System (IHLS), and OCLC. Because of these memberships library patrons have direct access to the collections of 76 other academic libraries throughout the state of Illinois and collections of libraries throughout the country.

The library is staffed by one dean, one reference librarian, one technical services librarian, one technical services staff member, and one circulation staff member. These individuals are available to assist patrons with reference questions, computer questions, and printer issues. The library is open from 8 to 5 Monday through Friday during the regular fall and spring semesters and limited hours through summer and semester breaks. The library maintains a presence on Facebook, Twitter, and Goodreads.

The biggest area of concern is, of course, the current financial situation in Illinois. With reduced budgets, the library staff, like all areas of the college, have had to look for ways to reduce costs without negatively impacting the patrons who use the facility and resources.

Quality Improvements and Modifications

Since the last program review the library staff have been evaluating how the facility is used, how the resources are used, and what could be done to increase the usage of the library's resources.

Because of budget issues, library staff needed to reduce the hours of operation. After reviewing monthly, weekly, daily, and sometimes hourly counts of library usage broken down into categories (circulation, reference, computer lab, group study, etc.) library staff gradually reduced the library's hours of operation from 68 hours per week in 2012 to 45 hours per week in 2016. They determined that if the hours need to be reduced further, closing the facility at 1:00 on Fridays would have minimal impact on patron usage.

Library staff also needed to review how resources were used to determine what could be eliminated without negatively impacting patrons. Library staff reviewed usage statistics for all electronic databases to determine which to continue to subscribe to in the next fiscal year. Several high-cost databases were identified for elimination due to low usage. They reviewed usage statistics for all e-books and e-periodicals. Usage had been consistently low despite marketing efforts to increase patron awareness and

usage of these resources. All e-books and e-periodicals that the library was not under contractual obligation to renew are being suspended for the next fiscal year. The library will continue to purchase those resources that various programs on campus must have to maintain their accreditation. For example, the accrediting bodies for the Nursing and Rad Tech programs have very specific requirements in regards to what must be available in the library for students and faculty in these programs. Library staff are looking into purchasing items on an as requested basis only this next fiscal year.

Foot traffic in the library averages around 35,000 a year, about 200 daily during fall and spring semesters. That's a lot of traffic, but the library staff would like to see more. Library staff are looking at ways to reconfigure existing study spaces in the library to be more conducive to patron needs, particularly millennials. This must be done without any additional funds. The staff have a plan to reduce the reference holdings which are located on the first floor. Once these have been "weeded" staff will determine what items should remain on the first floor and the rest will be moved to the lower level. This will leave an open area on the first floor. Tables and chairs will be brought up from the lower level and a more inviting study space will be created.

ICCB 5-Year Program Review Schedule

Academic Disciplines

FIVE-YEAR SCHEDULE

Academic Discipline Reviews		
	Year	
1	2012	Written & Oral Communications
2	2013	Mathematics
3	2014	Physical & Life Science
4	2015	Humanities & Fine Arts
5	2016	Social & Behavioral Sciences

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2012	General Education (all transferable)
2	2013	Adult Education and ESL
3	2014	Remedial/Developmental Education
4	2015	Vocational Skills
5	2016	Transfer Functions and Program including the ASA, AES, AFA, AFAEd, AAT, and the AGS degree program

Student & Academic Support Services

FIVE-YEAR SCHEDULE

Student & Academic Support Reviews		
	Year	
1	2012	Student Support Services
2	2013	Student Financial Aid & Veterans' Educational Benefits
3	2014	Admissions/Recruiting; Registration/Records
4	2015	Advising/Counseling and Career & Employment Services
5	2016	Library/Learning Resource Center

DACC 5-Year Program Review Schedule – CTE Programs						
	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
01	Agriculture, Agriculture Operations, and Related Sciences				Ag Business-0101 Horticulture-0106	
03	Natural Resources and Conservation					
09	Communication, Journalism, and Related Programs					
10	Communications Technologies/Technicians and Support Services					
11	Computer and Information Sciences and Support Services	Comp. Prog-1102 Data Proc-1103 Graphics/Database-1108 Networking-1109				
12	Personal and Culinary Services		Culinary-1205			
13	Education					Teacher's Asst - 1315
15	Engineering Technologies/Technicians		Construction Tech-1510 CAD/CADD-1513		Envirmnt Control-1505	Indust Prod - 1506
16	Foreign languages, literatures, and Linguistics					
19	Family and Consumer Sciences/Human Sciences			Home Furn-1906 Commercial Custodial Services (DOC)		Child Dev - 1907
22.	Legal Professions and Studies					
23	English Language and Literature/Letters					
25	Library Science					
30	Multi/Interdisciplinary Studies					
31	Parks, Recreation, Leisure, and Fitness Studies					
36	Leisure and Recreational Activities					

DACC 5-Year Program Review Schedule – CTE Programs						
	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
41	Science Technologies/Technicians					
43	Security and Protective Services	Criminal Just-4301	Fire Protectn-4302			
44	Public Administration and Social Service Professions					
46	Construction Trades	Electric & Pwr-4603				
47	Mechanic and Repair Technologies/Technicians	Electy/Electric-4701		HACR-4702 Heating, Ventilation & Air Conditioning		Ind Equip – 4703 Veh Repair - 4706
48	Precision Production			Precious Metals - 4805 Machine Tool Operations Cert. Welding Cert. Advanced Welding Cert.		
49	Transportation and Materials Moving					Ground Trans - 4902
50	Visual and Performing Arts					
51	Health Professions and Related Clinical Sciences	Heath Med Serv-5107	Diagnostic-5109		Nursing-5116	Health Assmt – 5108 Mental Health - 5115
52	Business, Management, Marketing, and Related Support Services		Adm & Mgt-5202 Adm/Sec-5204	Accounting – 5203 Accounting Office Cert. Advanced Accounting Office Cert. Accounting AAS Accounting Office Personnel AAS Accounting Cert.	Retail-5218	Entrp Mgt - 5207