

PROGRAM REVIEW COVER PAGE	
<i>COLLEGE</i>	Danville Area Community College
<i>DISTRICT NUMBER</i>	507
<i>CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)</i>	Dave Kietzmann Executive Vice-President, Instruction & Student Services Danville Area Community College 2000 East Main Street Danville, IL 61832 217-443-8771 (phone) 217-443-8587 (fax) dkietz@dacc.edu
<i>FISCAL YEAR REVIEWED:</i>	2017
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Computer Networking	Degree	63	11.0901	Computer Network Administration Cisco
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<p>Students will be able to troubleshoot PC's operating systems. Students will be able to build, maintain, and troubleshoot a local area network and all components used for communications on the network.</p> <p>Students will be able to communicate with orally and written how computers are wired or wireless networks will benefit companies.</p> <p>Students will be able to demonstrate understanding of security concerns with new technology, security and privacy issues on the internet, and how malware affects individuals and businesses.</p>		
To what extent are these objectives being achieved?		Goals are covered with minor adjustments annually.		
Past Program Review Action What action was reported last time the program was reviewed?		Continue with minor adjustments		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		Placement score into ENGL 121 Placement score into MATT 133		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>INST 101 Success in College CBUS 150 Business Computer Systems INFO 133 Cisco INFO 153 A+ Certification Prep INFO 163 Client Operating Systems INFO 183 Cisco II INFO 190 Worksite Seminar INFO 213 Server Operating Systems INFO 173 Linux Operating System INFO 249 Help Desk Skills INFO 203 Cisco Network Academy III INFO 253 Managing a Network Environment INFO 294 Wireless Networking INFO 245 Employment Seminar INFO 263 Network Security INFO 273 Cisco IV INFO 290 Supervised Occupational Experience</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>63 credits is necessary to provide entry level skills for a network technician or administrator.</p>
<p><i>INDICATOR 1: NEED</i></p>	<p><i>RESPONSE</i></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Bureau of Labor Statistics projects 8% job growth until 2024`</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Continues to grow</p>
<p>1.3 What is the district and/or regional need?</p>	<p>More jobs than graduates</p>
<p>1.4 How will students be recruited for this program?</p>	<p>High School visits. High School tours of campus. College Express and CTE Facebook/twitter pages</p>
<p>1.5 Where will students be recruited from?</p>	<p>Dist #507 College counties in Indiana</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>No</p>
<p><i>INDICATOR 2: COST EFFECTIVENESS</i></p>	<p><i>RESPONSE</i></p>
<p>2.1 What are the costs associated with this program?</p>	<p>Instructor salaries and benefits</p>

2.2 How does the unit cost compare to the college average?	According to an internal cost analysis the program has a slight profit margin comparable to most other CTE programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General Fund
2.4 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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 What are the program's strengths?	Current Microsoft Operating Systems. Stand along computer lab.
3.2 What are the identified or potential weaknesses of the program?	None
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional/Hybrid/Online
3.4 How does this program fit into a career pathway?	Network grads can choose from a variety of networking positions in industry, service sector, or private consulting
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Continue to teach the latest Microsoft operating systems
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	College Express offers this program
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Yes
3.8 Is industry accreditation required for this program?	No

3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft certification and A+ are optional to students
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	SIU and Franklin University
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?	Internship opportunities are offered at Genpact and CCMSI
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	20 to 1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Illinois Connect Workshop Microsoft update classes
3.16 What is the status of the current technology and equipment used for this program?	Excellent. Computers updated every 3 years. Always teach current Microsoft Operating System
3.17 What assessment methods are used to ensure student success?	A+ and Microsoft pass rates
3.18 How satisfied are students with their preparation for employment?	Very satisfied
3.19 How is student satisfaction information collected?	Graduation follow-ups
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Committee
3.21 How often does the program advisory committee meet?	Once a year

3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied
3.23 How is employer satisfaction information collected?	Surveys and SOE follow-up evaluations
3.24 Did the review of program quality result in any actions or modifications? Please explain.	None

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

No barriers encountered. DACC has excellent student services for our students.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	COMPUTER NETWORKING				
<i>CIP CODE</i>	11.0901				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	17	18	20	20	25
<i>RETENTION RATES (FALL TO SPRING)</i>	85%	85%	80%	90%	85%
<i>COMPLETION RATE</i>	90%	90%	89%	88%	85%
<i>OTHER (AWARDS)</i>	2	10	8	8	7
How does the data support the program goals? Elaborate.	The data reflects steady student enrollment and graduates				
What disaggregated data was reviewed?	The number of non-completers, the reasons for not completing, retention rates by race, gender and age				

Were there gaps in demographic data? Please explain.	Women are not represented well in the program, but they are also underrepresented in the field
What is the college doing to overcome any aforementioned equity gaps?	A series of in-service activities to alert non-traditional students to all of our cte programs
Are the students served in this program representative of the college? Please explain.	Yes, except for enrollees trending as female.
Are the students served in this program representative of the district? Please explain.	Yes
<i>REVIEW RESULTS</i>	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	College continues to support this program
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to recruit non-traditional students. Invest in software and hardware to support course work.

Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Computer Programming	Degree	63	11.0201	Computer Programming Web Design
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Students will demonstrate the ability to collect information from and interact with a customer to understand the needs to be met in a program and document the process. • Students will be able to identify methods to make websites accessible to individuals with disabilities. • Students will demonstrate the ability to query and manipulate data in a relational database • Students will be able to create web pages using client side and server side scripting. • Students will be able to create programs using procedural and object oriented programming languages. 		
To what extent are these objectives being achieved?		Goals are being met with minor adjustments annually		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor adjustments		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		Placement score into ENGL 121 or higher Placement into MATT 133		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>INST 101 Success in College CBUS 150 Business Computer Systems INFO 135 Concepts in Programming INFO 174 Intro to Web Design: HTML/CSS INFO 154 C++ Programming INFO 165 Intro to C# Programming INFO 190 Worksite Seminar INFO 284 Web Programming: JavaScript INFO 232 Intro to Java Programming INFO 230 Web Programming INFO 243 Advanced C# Programming INFO 245 Employment Seminar INFO 284 Database Concepts: SQL INFO 249 Help Desk Skills INFO 237 Advanced Java Programming INFO 276 Developing Mobile Phone Apps INFO 290 Supervised Occupational Experience INFO 270 Database Design Principles</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>63 credits is required to teach the computer programming languages being used in the workplace</p>
<p><i>INDICATOR 1: NEED</i></p>	<p><i>RESPONSE</i></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Bureau of Labor Statistics projects 27% growth. Computer programmers are in very high demand</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Continues to grow</p>
<p>1.3 What is the district and/or regional need?</p>	<p>EDE data projects 5% growth in Vermilion, Ford, Champaign, and Iroquois Co.</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Presentation made to all feeder high schools CTE-Facebook/twitter pages</p>
<p>1.5 Where will students be recruited from?</p>	<p>Community College District and colleges in Indiana counties</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>N/A</p>

<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this program?	Instructor salaries and computers
2.2 How does the unit cost compare to the college average?	According to an internal cost analysis the program has a slight profit margin comparable to most other CTE programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General operating funds
2.4 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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 What are the program's strengths?	Current state of the art computers and computer programming languages
3.2 What are the identified or potential weaknesses of the program?	None
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional/Hybrid/Online
3.4 How does this program fit into a career pathway?	Computer programmers can choose from a variety of IT environments, web design, and help desk programming.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Developing all classes in the online format. Beginning Fall 2016 will complete by Spring 2018
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	These courses are offered through our College Express High School program.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Program requires one SOE before graduation

3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	No
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Franklin University
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?	Partnering with CCMSI for student internships offers students real world work experience.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	20 to 1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty attend Illinois Connections Workshop
3.16 What is the status of the current technology and equipment used for this program?	Excellent
3.17 What assessment methods are used to ensure student success?	Students are required to do a programming final project
3.18 How satisfied are students with their preparation for employment?	Good
3.19 How is student satisfaction information collected?	Graduate follow-up evaluations
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Active Advisory Committees

3.21 How often does the program advisory committee meet?	Once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	Very Satisfied
3.23 How is employer satisfaction information collected?	Feedback from advisory committee and SOE supervisor evaluations
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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

No barriers encountered. DACC has excellent student support services for students.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	COMPUTER PROGRAMMING				
<i>CIP CODE</i>	11.0201				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	13	11	22	18	27
<i>RETENTION RATES (FALL TO SPRING)</i>	85%	90%	85%	90%	89%
<i>COMPLETION RATE</i>	65%	75%	80%	85%	90%
<i>OTHER (AWARDS)</i>	1	1	1	0	2

How does the data support the program goals? Elaborate.	
What disaggregated data was reviewed?	The number of non-completers, the reason for not completing, retention rates or race, gender and age.
Were there gaps in demographic data? Please explain.	Women are not represented well in programming, but they are also underrepresented in the field
What is the college doing to overcome any aforementioned equity gaps?	A series of in-service activities to attract non-traditional students to all of our CTE programs
Are the students served in this program representative of the college? Please explain.	Yes. Except for female
Are the students served in this program representative of the district? Please explain.	Yes
<i>REVIEW RESULTS</i>	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	During the next 5 years the college is committed to this program, its students, and it's quality graduates and is pleased with the current path of growth
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to recruit non-traditional students

Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Criminal Justice Law Enforcement Option	Degree	62	43.0107	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<p>The student will demonstrate competency in oral and written communications including using proper documentation as they relate to the criminal justice field. (Gen Ed Communication)</p> <p>The student will demonstrate the ability to define a problem in the criminal justice field and then use current resources and methods to gather, analyze, interpret, and evaluate data to solve that problem. (Gen Ed Critical Thinking)</p> <p>The student will demonstrate an understanding of ethical principles as they relate to the criminal justice field. (Gen Ed Critical Thinking)</p> <p>The student will demonstrate the ability to use fundamental keyboarding skills as well as search engines and other online tools as they relate to the criminal justice field. (Gen Ed Technology)</p> <p>The student will demonstrate an understanding of local, national and global issues as they relate to the criminal justice field. (Gen Ed Cultural Awareness)</p>		
To what extent are these objectives being achieved?		<p>Each of the program objectives for Criminal Justice is tied to one of the college's four general education outcomes, which are communication, critical thinking, technology, and cultural awareness. Each year the college assesses one of the general education outcomes using a rubric. Assignments in the courses within each program that are linked to the general education outcome being assessed that year are evaluated using the rubric. Results are then analyzed to see if the overall objective is being met. In 2017 for example critical thinking was assessed. Students in Criminology, along with students in several social science classes,</p>		

	<p>were assessed on their critical thinking skills. They were ranked “needs improvement” “at least competent” or “competent” in three areas (understanding, use of evidence, and position). In each category 81% of the students were ranked at least competent. In FY18 faculty plan to distribute a “Critical Thinking Grid” from The Foundation for Critical Thinking for students to work off of with their first critical writing assignment. They hope that by reviewing some of the basic aspects of the rubric they can produce learners who are self-aware and active in producing their assignment.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed?</p>	<p>Continued with minor improvements</p>
<p>CTE PROGRAM REVIEW ANALYSIS</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>There are no pre-requisites for the program except that students must demonstrate they have the appropriate reading and writing skills to be able to successfully complete the courses. The college uses ACT, SAT, Compass, Accuplacer, and PARCC scores to verify students do not need remediation before starting this program.</p>

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>Criminal Justice Law Enforcement Option AAS (62CH)</p> <p>CRIM 100 Introduction to Criminal Justice (3) CRIM 101 Criminal Law (3) CRIM 103 Patrol Techniques (3) CRIM 200 Criminalistics (4) CRIM 201 Criminal Investigation (4) CRIM 202 Laws of Evidence (4) CRIM 204 Criminology (3) CRIM 207 Verbal Defense Techniques (2) CRIM 208 Criminal Justice Internship (3)</p> <p>BOFF 130 Windows or computer elective (2) ENGL 121/101/102 English (6) INST 101 Success in College (1) POLI 150 American Government (3) PSYC 100 Introduction to Psychology (3) SOCY 100 Introduction to Sociology (3) SOCY 205 Juvenile Delinquency (3) SOCY 225 Race & Ethnic Relations (3) SPAN 100 Spanish for Public Safety (3) SPCH 101 Oral Communication (3) Science or Math Elective (3)</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The total number of credit hours for this degree program is 62 counting the 1 credit hour for the institutional requirement Success in College.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>There continues to be a demand for this occupational program. Across all sectors there is a shortage of qualified persons to fill existing positions as individuals retire. Members of the DACC Criminal Advisory Committee, with representatives from the Danville Police, the Vermilion County Sheriff's Department, the Illinois Department of Corrections, the Federal Bureau of Prisons, the Illinois State Police, and the Indiana State Police, all agreed that they are having difficulty getting candidates to apply for existing positions.</p>

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Labor market data beginning with 2014 and looking forward to 2024 indicates there will be minimal growth in the number of new jobs in the criminal justice field but there will be many openings due to retirements. At the Criminal Justice Advisory committee meeting spring 2017 representatives from the Illinois State Police indicated they are expecting to have hundreds of openings throughout the state within the next five years. A representative from Indiana said there will be hundreds of openings with the Indiana State Police also.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>Between 2014 and 2024 there are expected to be nearly a thousand openings in the state of Illinois, almost 50 in Champaign/Ford/Iroquois/and Vermilion counties, and approximately 10 in Vermilion County alone, according to labor market data.</p>
<p>1.4 How are students recruited for this program?</p>	<p>For the past 4 years approximately 20 new students have come into the Criminal Justice program each year. To date the college was not actively recruiting students into this program because classes were always full. Recruitment had been pretty much word-of-mouth from student to student. Because there will be so many positions to fill in the next few years, the faculty and staff are increasing efforts to recruit students in several ways: developing a webpage exclusively for the program; designing a brochure to hand out at all college recruitment events; posting information about the program to social media via the DACC Marketing Department; and marketing the program to veterans.</p>
<p>1.5 Where are students recruited from?</p>	<p>High school students are recruited to take College Express classes and one of the choices is Criminal Justice (more about this under section 3.6). Students who take Criminal Justice classes while in high school are good candidates to come into the program once they graduate from high school. College representatives talk to high school students when visiting the high schools and when the high school students come to the campus for Discover DACC days. They talk to parents at an annual Career Services workshop known as "Data, Desserts and Decisions" and at Financial Aid Awareness workshops held several times during the year. College representatives also market the program to military veterans who can receive some college credit for their service. The program has a presence at job fairs, career fairs, and other special events such as the AMBUCS expo. Faculty regularly appear on the DACC television and radio shows.</p>

<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>With the number of career opportunities in the field now, and the even greater number expected to be open within the next five years, the college needs to market this program much more. The faculty and the dean are in the process of developing a brochure that will attract even more students into the program. They are also updating their website so there will be direct links to local employers in the criminal justice field, and they are looking for other opportunities to get faculty members out to talk about the program.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<p>The primary costs associated with this program are instruction and to a much lesser extent technology. There is one full-time faculty member for Criminal Justice. He teaches most of the courses in the program. In addition there are four part-time instructors who are employed in the field full-time. Each teaches one course related to his/her area of expertise. One part-time instructor teaches one section of College Express Criminal Justice, which is discussed under Indicator 3.6. This offering increases the cost of the program because the instructors meet with the students 7.5 hours per week and are paid accordingly. The high schools pay half tuition per student, the equivalent of 1.5 credit hours. In addition the Criminal Justice classes are taught in a computer lab. Computers are updated every 3 to 4 years per College policy.</p>
<p>2.2 How do costs compare to other programs on campus?</p>	<p>A 2015-16 cost summary compiled by the DACC Director of Institutional Effectiveness showed that the Criminal Justice Program was operating with a net gain of almost \$30K and was one of the college's most profitable CTE programs.</p>
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>This program is paid out of the college's operational funds.</p>
<p>2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Perkins grant dollars are sometimes used to purchase technology for the Criminal Justice program. If these dollars were to go away, however, there would still be funds to update technology for the many career-technical education programs on campus. For the past several years the Board of Trustees has sold bonds every two years to raise money specifically for technology on campus. Plans are to continue this.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Except for the cost of providing instruction for the College Express sections of Criminal Justice, this program is self-supporting due to the strong enrollment trends.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>

<p>3.1 What are the program's strengths?</p>	<p>The Criminal Justice program is deeply rooted at DACC and in the community. Courses are taught by one full-time faculty member, who has well over 20 years working in the criminal justice field, and several part-time faculty members, all professionals working in the field who bring that hands-on real world experience to the classroom. Because of the close and longstanding relationship the program has with the community students have the opportunity to complete their internships at a wide variety of settings, including but not limited to the Danville Police Department, the Vermilion County Sheriff's Office, the Illinois Department of Corrections, the Vermilion County Probation Office, the Illinois State Police, and the Indiana State Police.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>One of the "weaknesses" of the program is that some don't graduate because they don't have to have the degree to get employment in the field. The college must find ways to encourage students to finish the program, even if they already have a job in the field. Also, while there is some diversity within the student population in Criminal Justice, minorities and women are still underrepresented.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>The courses are taught in the traditional face-to-face format and online.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>The four courses offered to high school students via College Express can all be applied towards the Criminal Justice Law Enforcement Option AAS degree. The college has 2+2 and 3+1 agreements with several four-year institutions for this AAS degree. (See 3.12)</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>The full-time faculty member who leads the Criminal Justice program has worked to make the curriculum more relevant. His first step was to request a computer lab so he and his students could take advantage of the many training resources available online. His second step was to introduce his students to digital fingerprinting. He procured permission to be a LiveScan site and bought the equipment and software needed for his students to be exposed to this. This next year he will be introducing drone technology to his students. He is collaborating with another instructor on campus who has developed and teaches a class on how to operate drones. Criminal Justice is one of the fields that relies heavily on drone technology to conduct various operations.</p>

<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Students from the high schools served by DACC have the opportunity to take Criminal Justice classes for dual credit as part of the College Express program. There is an 8:30-10:00 section Monday through Friday primarily for Danville High School students. There are two 12:30-2:00 sections that meet Monday through Friday for students from the Vermilion County schools. Students from every school in Vermilion County have participated over the years, including Armstrong, Bismarck, Georgetown, Hoopston, Milford, Oakwood, Salt Fork (formerly Catlin and Jamaica), and Westville. Four courses are taught in the sequence, one each semester over a two-year period: CRIM 100 Introduction to Criminal Justice; CRIM 103 Patrol Techniques; CRIM 105 Introduction to Corrections; and CRIM 204 Criminology. Students can also take other Criminal Justice classes for dual credit, pending approval of the high school guidance counselors. These can be face-to-face classes or online.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>As part of their degree requirements students in the Criminal Justice program must complete a 3 credit hour internship at an approved criminal justice site. Students receive 160 hours of practical experience and on-the-job training. They usually complete this internship halfway through the program.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>NA</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>NA</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>NA</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The Criminal Justice program has 2+2 Agreements with several institutions, including Eastern Illinois, Western Illinois, and Indiana Wesleyan. There is also a 3+1 Agreement with Franklin University.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The college is in the process of developing a 3+1 partnership with Greenville University. These partnerships provide students with affordable options to complete their BS degree in Criminal Justice without having to relocate.</p>

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>Face-to-face courses have a maximum of 24 students because that is all the classroom can accommodate. Online classes have a maximum of 18 students as per the faculty association contract. The classes that are required for the Criminal Justice Law Enforcement AAS and Corrections – Parole Officer AAS are always full to capacity. The Criminal Justice classes that are required for the Law Enforcement Option AAS only have on average 15 students.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>The college’s Teaching Excellence Academy regularly provides training on a wide variety of topics relevant to full-time and part-time faculty. These trainings are research based. Part-time faculty are offered professional development opportunities through the Part-time Faculty Academy, which meets four times each academic year. All full-time faculty have access to funds to pay for membership in professional organizations, to apply towards travel to professional development activities, or to purchase resources to enhance their professional development. The funds are small so oftentimes faculty will pool these resources to better serve the needs of their programs. Full-time faculty also have the opportunity to apply for one of the Endowed Chair Awards, which average three each year. CTE faculty are encouraged to take time outside of their regular work hours to job shadow at places of employment related to their discipline. This helps them stay abreast of new developments, trends, etc., in their field.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The classes in the Criminal Justice Program are held in a state-of-the-art computer lab on the DACC campus. Students have access to innumerable resources on the Web. The program has LiveScan so students can learn about digital fingerprinting. The college is purchasing drones for the program so that, beginning FY2018, students can learn how to fly drones and use them in the criminal justice field.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college has had a robust assessment of student learning agenda for over two decades. The Criminal Justice Program has developed five learning outcomes that align with the college’s overall general education outcomes (Communication, Critical Thinking, Technology, and Cultural Awareness). Each year the college assesses one of its general education outcomes and every program then assesses its outcomes that relate back to that outcome. As a result each of the Criminal Justice Program outcomes is measured every four years.</p>

<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Based on the results of the Graduate Follow-Up Survey for Criminal Justice students FY14-FY16, the college should be doing more to make sure students are prepared for employment. Only 10 graduates completed and returned the survey, but of those 10, 80% said they were satisfied or very satisfied with the content of their courses, with the lectures, labs, projects in those courses, as well as the equipment and facilities. Only 60% were satisfied or very satisfied with their job preparation, their preparation for further education, or information on employment opportunities. It should be noted that only 6 of the 10 were employed at the time of the survey, 5 full-time and 1 part-time. Four were employed in jobs related to their field.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>The DACC Graduate Follow-up Survey has been used in one form or another for many years at the college to measure student perceptions. In recent years, the survey expanded beyond a survey of only CTE graduates and now includes all DACC graduates. Approximately five (5) months after graduation, the College surveys all CTE graduates, while transfer students are surveyed in the fall semester. Both surveys generate data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers the CCSSE (Community College Survey of Student Engagement) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>All of the local employers (county, state, and federal) sit on the Advisory Committee for Criminal Justice. They make recommendations for curriculum changes, provide internship opportunities for the Criminal Justice students, and hire many of the students from the program. Many come to the classrooms and make special presentations.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>The advisory committee members meet once a year but have indicated they would be willing to come to campus more frequently if needed.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Based on the fact that so many of the local employers hire the program's students even before they have finished the program suggests they are pleased with what the students learn in the program.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>Local employers, who are all around the table at the Advisory Committee meeting, speak highly of the program and indicate they are always happy to hire students from the DACC pool.</p>

<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The college needs to do more to help students prepare for employment in the field. One thought is to investigate adding a 1 credit hour seminar in the final semester to assist students in putting together work portfolios, applying for positions, and signing up for testing with agencies. The seminar could also include workshops on resume writing, interviewing, and dressing for success. Career Services could assist with the development and delivery of these workshops. Faculty members and the dean will solicit input from the Advisory Committee members.</p>
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DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	Criminal Justice Corrections-Parole Officer Option				
<i>CIP CODE</i>	43.0102				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	43	39	32	30	31
<i>NUMBER OF COMPLETERS</i>	8	14	13	8	11
<i>OTHER (NUMBER OF AWARDS)</i>	8	17	14	10	13

How does the data support the program goals? Elaborate.

The overarching goal of the Criminal Justice program is to prepare students to enter the workforce. The best way to do this is for students to complete the program. Approximately 15 to 20 new students come into the program each year. Many of them go right through the curriculum as it is laid out in the curriculum guide and they finish within 2 years. Others take a little more time. The data suggests this is true, at least for years 2 through 5. If you assume just 15 of the 39 students in year 2, the 32 students in year 3, the 30 students in year 4 and the 31 students in year 5 were freshmen, that would leave 24, 17, 15, and 16 potentially eligible to graduate. That would make the completion percentages 71% in year 2, 82% in year 3, 93% in year 4, and 88% in year 5 if you count the total number of awards (degree and certificate).

What disaggregated data was reviewed?

The data was disaggregated by gender, race, and socio-economic status.

Were there gaps in the data? Please explain.

The Criminal Justice program at DACC continues to be a non-traditional field for females and minorities. A higher percentage of students in the program still tend to be white and male. Although there have been repeated efforts to encourage more females and students of color to enroll in Criminal Justice, these numbers and percentages continue to lag.

<p>What is the college doing to overcome any identifiable gaps?</p>	<p>Two of the four part-time faculty teaching Criminal Justice classes are women working in the field. It is hoped that seeing them in a leadership role will encourage more women to see themselves being successful in this field. The lead full-time faculty member for the program is himself Black non-Hispanic. He has provided the “face” for the program for several years and has worked tirelessly to encourage young men from minority backgrounds to pursue a career in Criminal Justice.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The total DACC degree or certificate student population is 63% female and 37% male. Students in the Criminal Justice program are 44% female and 56% male. The total DACC degree or certificate student population is 71% white non-Hispanic but 78% of the students in the program are white non-Hispanic. Black non-Hispanic students make up 16% of the total DACC degree or certificate population but only 11% of the students in Criminal Justice. (Hispanic students, however, make up 4% of the total population but 6% of the Criminal Justice students.) Students from lower socio-economic backgrounds may be more likely to enroll in Criminal Justice with 47% of the total student people being Pell eligible but 57% of the students in Criminal Justice being Pell-eligible.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in the Criminal Justice program are representative of the district population in terms of race with 79% of Vermilion County being white non-Hispanic and 78% of the students in the program being white non-Hispanic; 13% of the county being Black non-Hispanic compared to 11% of the students in the program being Black non-Hispanic; and 5% of the county being Hispanic compared to 6% of the students in the program being Hispanic. The percentages are not quite as close in terms of gender with the county being 50% female and 50% male while students in the program are 44% female and 56% male.</p>
<p>REVIEW RESULTS</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The need for the program is well established. Enrollment in the courses continues to be excellent. Completion rates are good although they could be improved upon, especially if you take into account students who start the program but never move beyond the 12 credit hour threshold and thus never show up in the data. The curriculum continues to be relevant with the addition of newer technologies (computer lab, LiveScan digital fingerprinting, drones).</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>One source of concern is preparation for employment. Graduate Follow-up Surveys indicate 40% of them were not satisfied with their preparation for employment and only half of them were employed, not all in their field of study. The college needs to do more to prepare students in this program for employment. In the fall Criminal Justice faculty and the dean will look at other Criminal Justice programs to see if</p>

	<p>they include an employment seminar in their curriculum. They will also review other CTE programs on campus and on other campuses and ask if those programs have employment seminars. If so, how are they structured and do they work? The faculty and deans will take the information to the Advisory Committee meeting in the spring for their input. If it is warranted, the dean will submit a request to ICCB to add an employment seminar to Criminal Justice. Credit hours in other courses might need to be reduced to keep the curriculum at close to 61 credit hours. If the seminar is added, it will be in FY19. Graduates would then be surveyed to assess whether or not the employment seminar was beneficial. A second concern is there is no 30 credit hour certificate associated with the Criminal Justice Law Enforcement Option AAS, as there is with the Corrections – Parole Officer AAS. The dean will take the lead in developing the curriculum guide for this certificate, gaining the appropriate approvals on campus and with the advisory committee members and submit it to ICCB for approval in time for it to be included in the FY2019 DACC catalog.</p>
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<i>Career & Technical Education</i>				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
<i>PROGRAM IDENTIFICATION INFORMATION</i>				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Criminal Justice Corrections-Parole Officer Option	Degree	60	43.0102	Criminal Justice Corrections-Parole Officer Option Certificate (30 CH)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<p>The student will demonstrate competency in oral and written communications including using proper documentation as they relate to the criminal justice field. (Gen Ed Communication)</p> <p>The student will demonstrate the ability to define a problem in the criminal justice field and then use current resources and methods to gather, analyze, interpret, and evaluate data to solve that problem. (Gen Ed Critical Thinking)</p> <p>The student will demonstrate an understanding of ethical principles as they relate to the criminal justice field. (Gen Ed Critical Thinking)</p> <p>The student will demonstrate the ability to use fundamental keyboarding skills as well as search engines and other online tools as they relate to the criminal justice field. (Gen Ed Technology)</p> <p>The student will demonstrate an understanding of local, national and global issues as they relate to the criminal justice field. (Gen Ed Cultural Awareness)</p>		
To what extent are these objectives being achieved?		<p>Each of the program objectives for Criminal Justice is tied to one of the college's four general education outcomes, which are communication, critical thinking, technology, and cultural awareness. Each year the college assesses one of the general education outcomes using a rubric. Assignments in the courses within each program that are linked to the general education outcome being assessed that year are evaluated using the rubric. Results are then analyzed to see if the overall objective is being met. In 2017 for example critical thinking was assessed. Students in Criminology, along with students in several social science classes, were assessed</p>		

	<p>on their critical thinking skills. They were ranked “needs improvement” “at least competent” or “competent” in three areas (understanding, use of evidence, and position). In each category 81% of the students were ranked at least competent. Faculty plan to distribute a “Critical Thinking Grid” from The Foundation for Critical Thinking for students to work off of with their first critical writing assignment. They hope that by reviewing some of the basic aspects of the rubric they can produce learners who are self-aware and active in producing their assignment.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed?</p>	<p>Continued with minor improvements</p>
<p><i>CTE PROGRAM REVIEW ANALYSIS</i></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>There are no pre-requisites for the program except that students must demonstrate they have the appropriate reading and writing skills to be able to successfully complete the courses. The college uses ACT, SAT, Compass, Accuplacer, and PARCC scores to verify students do not need remediation before starting this program.</p>

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>Corrections Parole Officer AAS Requirements (60 CH)</p> <p>CRIM 100 Introduction to Criminal Justice (3) CRIM 101 Criminal Law (3) CRIM 105 Introduction to Corrections (3) CRIM 170 Community Based Corrections (3) CRIM 180 Probation & Parole (3) CRIM 201 Criminal Investigation (4) CRIM 204 Criminology (3) CRIM 207 Verbal Defense Techniques (2) CRIM 208 Criminal Justice Internship (3)</p> <p>ENGL 121 or 101 English (3) INST 101 Success in College (1) POLI 150 American Government (3) PSYC 100 Introduction to Psychology (3) PSYC 120 Substance Abuse (3) PSYC 230 Abnormal Psychology (3) SOCY 100 Introduction to Sociology (3) SOCY 205 Juvenile Delinquency (3) SOCY 225 Race & Ethnic Relations (3) SPAN 100 Spanish for Public Safety (3) SPCH 101 Oral Communication (3) Science or Math Elective (3)</p> <p>Corrections Parole Officer Certificate Requirements (30 CH)</p> <p>CRIM 101 Criminal Law (3) CRIM 105 Introduction to Corrections (3) CRIM 170 Community Based Corrections (3) CRIM 180 Probation & Parole (3) CRIM 201 Criminal Investigation (4) CRIM 204 Criminology (3) CRIM 207 Verbal Defense Techniques (2)</p> <p>ENGL 121 or 101 English (3) PSYC 100 Introduction to Psychology or SOCY 100 Introduction to Sociology (3) PSYC 120 Introduction to Substance Abuse or SOCY 225 Race & Ethnic Relations (3)</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The total number of credit hours for this degree program is 61 counting the 1 credit hour for the institutional requirement Success in College. The certificate is 30 credit hours.</p>

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	There continues to be a demand for this occupational program. Across all sectors there is a shortage of qualified persons to fill existing positions as individuals retire. Members of the DACC Criminal Advisory Committee, with representatives from the Danville Police, the Vermilion County Sheriff's Department, the Illinois Department of Corrections, the Federal Bureau of Prisons, the Illinois State Police, and the Indiana State Police, all agreed that they are having difficulty getting candidates to apply for existing positions.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Labor market data beginning with 2014 and looking forward to 2024 indicates there will be minimal growth in the number of new jobs in the criminal justice field but there will be many openings due to retirements. At the Criminal Justice Advisory committee meeting spring 2017 representatives from the Illinois State Police indicated they are expecting to have hundreds of openings throughout the state within the next five years. A representative from the Federal Bureau of Prisons indicated there will be hundreds of positions available within that system in the next five years due to retirements.
1.3 What is the district and/or regional need?	Between 2014 and 2024 there are expected to be nearly a thousand openings in the state of Illinois, almost 50 in Champaign/Ford/Iroquois/and Vermilion counties, and approximately 10 in Vermilion County alone, according to labor market data. Those numbers do not include correctional officer, which is included in the state numbers. Vermilion County is home to a correctional facility, and many of the nearly 1000 positions available over the next 5 years will be in Vermilion County.
1.4 How are students recruited for this program?	For the past 4 years approximately 20 new students have come into the Criminal Justice program each year. To date the college was not actively recruiting students into this program because classes were always full. Recruitment had been pretty much word-of-mouth from student to student. Because there will be so many positions to fill in the next few years, the faculty and staff are increasing efforts to recruit students in several ways: developing a webpage exclusively for the program; designing a brochure to hand out at all college recruitment events; posting information about the program to social media via the DACC Marketing Department; and marketing the program to veterans.

<p>1.5 Where are students recruited from?</p>	<p>High school students are recruited to take College Express classes and one of the choices is Criminal Justice (more about this under section 3.6). Students who take Criminal Justice classes while in high school are good candidates to come into the program once they graduate from high school. College representatives talk to high school students when visiting the high schools and when the high school students come to the campus for Discover DACC days. They talk to parents at an annual Career Services workshop known as “Data, Desserts and Decisions” and at Financial Aid Awareness workshops held several times during the year. College representatives also market the program to military veterans who can receive some college credit for their service. The program has a presence at job fairs, career fairs, and other special events such as AMBUCS day. Criminal Justice faculty frequently appear on the DACC television and radio shows.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>With the number of career opportunities in the field now, and the even greater number expected to be open within the next five years, the college needs to market this program much more. Faculty members and the dean are in the process of developing a brochure that will attract even more students into the program. They are also updating their website so there will be direct links to local employers in the criminal justice field, and they are looking for other opportunities to get faculty members out to talk about the program.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<p>The primary costs associated with this program are instruction and to a much lesser extent technology. There is one full-time faculty member for Criminal Justice. He teaches most of the courses in the program. In addition there are four part-time instructors who are employed in the field full-time. Each teaches one course related to his/her area of expertise. One part-time instructor teaches one section of College Express Criminal Justice, which is discussed under Indicator 3:6. This offering increases the cost of the program because the instructors meet with the students 7.5 hours per week and are paid accordingly. The high schools pay half tuition per student, the equivalent of 1.5 credit hours. In addition the Criminal Justice classes are taught in a computer lab. Computers are updated every 3 to 4 years per College policy.</p>
<p>2.2 How do costs compare to other programs on campus?</p>	<p>A 2015-16 cost summary compiled by the DACC Director of Institutional Effectiveness showed that the Criminal Justice Program was operating with a net gain of almost \$30K and was one of the college’s most profitable CTE programs.</p>
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>This program is paid out of the college’s operational funds.</p>

<p>2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Perkins grant dollars are used sometimes to purchase technology for the Criminal Justice program. If these dollars were to go away, however, there would still be funds to update technology for the many career-technical education programs on campus. For the past several years the Board of Trustees has sold bonds every two years to raise money specifically for technology on campus. Plans are to continue this.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Except for the cost of providing instruction for the College Express sections of Criminal Justice, this program is self-supporting due to the strong enrollment trends.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>3.1 What are the program's strengths?</p>	<p>The Criminal Justice program is deeply rooted at DACC and in the community. Courses are taught by one full-time faculty member, who has well over 20 years working in the criminal justice field, and several part-time faculty members, all professionals working in the field who bring that hands-on real world experience to the classroom. Because of the close and longstanding relationship the program has with the community, students have the opportunity to complete their internships at a wide variety of settings, including but not limited to the Danville Police Department, the Vermilion County Sheriff's Office, the Illinois Department of Corrections, the Vermilion County Probation Office, the Illinois State Police, and the Indiana State Police.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>One of the "weaknesses" of the program is that some students don't graduate because they don't have to have the degree to get employment in the field. The college must find ways to encourage students to finish the program, even if they already have a job in the field. Also, while there is some diversity within the student population in Criminal Justice, minorities and women are still underrepresented.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>The courses are taught in the traditional face-to-face format and online.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>The four courses offered to high school students via College Express can all be applied towards the Corrections –Parole Officer Certificate, which can be applied to the Corrections – Parole Officer AAS degree. The college has 2+2 and 3+1 agreements with several four-year institutions for this AAS degree. (See 3.12)</p>

<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>The full-time faculty member who leads the Criminal Justice program has worked to make the curriculum more relevant. His first step was to request a computer lab so he and his students could take advantage of the many training resources available online. His second step was to introduce his students to digital fingerprinting. He procured permission to be a LiveScan site and bought the equipment and software needed for his students to be exposed to this. This next year he will be introducing drone technology to his students. He is collaborating with another instructor on campus who has developed and teaches a class on how to operate drones. Criminal Justice is one of the fields that relies heavily on drone technology to conduct various operations.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Students from the high schools served by DACC have the opportunity to take Criminal Justice classes for dual credit as part of the College Express program. There is an 8:30-10:00 section Monday through Friday primarily for Danville High School students. There are two 12:30-2:00 sections that meet Monday through Friday for students from the Vermilion County schools. Students from every school in Vermilion County have participated over the years, including Armstrong, Bismarck, Georgetown, Hoopston, Milford, Oakwood, Salt Fork (formerly Catlin and Jamaica), and Westville. Four courses are taught in the sequence, one each semester over a two-year period: CRIM 100 Introduction to Criminal Justice; CRIM 103 Patrol Techniques; CRIM 105 Introduction to Corrections; and CRIM 204 Criminology. Students can also take other Criminal Justice classes for dual credit, pending approval of the high school guidance counselors. These can be face-to-face classes or online.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>As part of their degree requirements students in the Criminal Justice program must complete a 3 credit hour internship at an approved criminal justice site. Students receive 160 hours of practical experience and on-the-job training. They usually complete this internship halfway through the program.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>NA</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>NA</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>

3.11 If applicable, please list the licensure examination pass rate.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Criminal Justice program has 2+2 Agreements with several institutions, including Eastern Illinois, Western Illinois, and Indiana Wesleyan. There is also a 3+1 Agreement with Franklin University and efforts are underway to establish a 3+1 with Greenville University.
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?	An official from the Terre Haute Federal Correctional Complex has joined the Criminal Justice Advisory Committee, giving the DACC Criminal Justice students information about and access to the federal prison system. While there are five federal correctional facilities in Illinois, they are all much farther away geographically than the FCC in Terre Haute, making it difficult if not impossible to get representation from that entity at the table.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Face-to-face courses have a maximum of 24 students because that is all the classroom can accommodate. Online classes have a maximum of 18 students as per the faculty association contract. The classes that are required for both this degree and the Criminal Justice Law Enforcement AAS are always full to capacity. The Criminal Justice classes that are required for this degree and certificate only (Corrections) usually have from 13 to 20.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The college's Teaching Excellence Academy regularly provides training on a wide variety of topics relevant to full-time and part-time faculty. These trainings are research based. Part-time faculty are offered professional development opportunities through the Part-time Faculty Academy, which meets four times each academic year. All full-time faculty have access to funds to pay for membership in professional organizations, to apply towards travel to professional development activities, or to purchase resources to enhance their professional development. The funds are small so oftentimes faculty will pool these resources to better serve the needs of their programs. Full-time faculty also have the opportunity to apply for one of the Endowed Chair Awards, which average three each year. CTE faculty are encouraged to take time outside of their regular work hours to job shadow at places of employment related to their discipline. This helps them stay abreast of new developments, trends, etc., in their field.
3.16 What is the status of the current technology and equipment used for this program?	The classes in the Criminal Justice Program are held in a state-of-the-art computer lab on the DACC campus. Students have access to innumerable resources on the Web. The program has LiveScan so students can learn about digital fingerprinting. The college is purchasing drones for the program so that, beginning FY2018, students can learn how to fly drones and use them in the field.

<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college has had a robust assessment of student learning agenda for over two decades. The Criminal Justice Program has developed five learning outcomes that align with the college's overall general education outcomes (Communication, Critical Thinking, Technology, and Cultural Awareness). Each year the college assesses one of its general education outcomes and every program then assesses its outcomes that relate back to that outcome. As a result each of the Criminal Justice Program outcomes is measured every four years.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Based on the results of the Graduate Follow-Up Survey for Criminal Justice students FY14-FY16, the college should be doing more to make sure students are prepared for employment. Only 10 graduates completed and returned the survey, but of those 10, 80% said they were satisfied or very satisfied with the content of their courses, with the lectures, labs, projects in those courses, as well as the equipment and facilities. Only 60% were satisfied or very satisfied with their job preparation, their preparation for further education, or information on employment opportunities. It should be noted that only 6 of the 10 were employed at the time of the survey, 5 full-time and 1 part-time. Four were employed in jobs related to their field.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>The DACC Graduate Follow-up Survey has been used in one form or another for many years at the college to measure student perceptions. In recent years, the survey expanded beyond a survey of only CTE graduates and now includes all DACC graduates. Approximately five (5) months after graduation, the College surveys all CTE graduates, while transfer students are surveyed in the fall semester. Both surveys generate data on student satisfaction in regards to courses that made up their program, services of the college, student intent for attending DACC, transfer institution information, and employment status. The college administers the CCSSE (Community College Survey of Student Engagement) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>All of the local employers (county, state, and federal) sit on the Advisory Committee for Criminal Justice. They make recommendations for curriculum changes, provide internship opportunities for the Criminal Justice students, and hire many of the students from the program. Many come to the classrooms and make special presentations.</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>The advisory committee members meet once a year but have indicated they would be willing to come to campus more frequently if needed.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Based on the fact that so many of the local employers hire our students even before they have finished the program suggests they are pleased with what our students learn in the program.</p>

3.23 How is employer satisfaction information collected?	Local employers, who are all around the table at the Advisory Committee meeting, speak highly of the program and indicate they are always happy to hire students from the DACC pool.				
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The college needs to do more to help students prepare for employment in the field. One thought is to investigate adding a 1 credit hour seminar in the final semester to assist students in putting together work portfolios, applying for positions, and signing up for testing with agencies. The seminar could also include workshops on resume writing, interviewing, and dressing for success. Career Services could assist with the development and delivery of these workshops. Faculty members and the dean will solicit input from the Advisory Committee members.				
DATA ANALYSIS FOR CTE PROGRAM REVIEW 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.					
<i>CTE PROGRAM</i>	Criminal Justice Corrections-Parole Officer Option				
<i>CIP CODE</i>	43.0102				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	43	39	32	30	31
<i>NUMBER OF COMPLETERS</i>	8	14	13	8	11
<i>OTHER (NUMBER OF AWARDS)</i>	8	17	14	10	13
How does the data support the program goals? Elaborate.	The overarching goal of the Criminal Justice program is to prepare students to enter the workforce. The best way to do this is for students to complete the program. Approximately 15 to 20 new students come into the program each year. Many of them go right through the curriculum as it is laid out in the curriculum guide and they finish within 2 years. Others take a little more time. The data suggests this is true, at least for years 2 through 5. If you assume just 15 of the 39 students in year 2, the 32 students in year 3, the 30 students in year 4 and the 31 students in year 5 were freshmen, that would leave 24, 17, 15, and 16 potentially eligible to graduate. That would make the completion percentages 71% in year 2, 82% in year 3, 93% in year 4, and 88% in year 5 if you count the total number of awards (degree and certificate).				
What disaggregated data was reviewed?	The data was disaggregated by gender, race, and socio-economic status.				
Were there gaps in the data? Please explain.	The Criminal Justice program at DACC continues to be a non-traditional field for females and minorities. A higher percentage of students in the program still tend to be white and male. Although there have been				

	repeated efforts to encourage more females and students of color to enroll in Criminal Justice, these numbers and percentages continue to lag.
What is the college doing to overcome any identifiable gaps?	Two of the four part-time faculty teaching Criminal Justice classes are women working in the field. It is hoped that seeing them in a leadership role will encourage more women to see themselves being successful in this field. The lead full-time faculty member for the program is himself Black non-Hispanic. He has provided the “face” for the program for several years and has worked tirelessly to encourage young men from minority backgrounds to pursue a career in Criminal Justice.
Are the students served in this program representative of the total student population? Please explain.	The total DACC degree or certificate student population is 63% female and 37% male. Students in the Criminal Justice program are 44% female and 56% male. The total DACC degree or certificate student population is 71% white non-Hispanic but 78% of the students in the program are white non-Hispanic. Black non-Hispanic students make up 16% of the total DACC degree or certificate population but only 11% of the students in Criminal Justice. (Hispanic students, however, make up 4% of the total population but 6% of the Criminal Justice students.) Students from lower socio-economic backgrounds may be more likely to enroll in Criminal Justice with 47% of the total student people being Pell eligible but 57% of the students in Criminal Justice being Pell-eligible.
Are the students served in this program representative of the district population? Please explain.	The students served in the Criminal Justice program are representative of the district population in terms of race with 79% of Vermilion County being white non-Hispanic and 78% of the students in the program being white non-Hispanic; 13% of the county being Black non-Hispanic compared to 11% of the students in the program being Black non-Hispanic; and 5% of the county being Hispanic compared to 6% of the students in the program being Hispanic. The percentages are not quite as close in terms of gender with the county being 50% female and 50% male while students in the program are 44% female and 56% male.
REVIEW RESULTS	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The need for the program is well established. Enrollment in the courses continues to be excellent. Completion rates are good although they could be improved upon, especially if you take into account students who start the program but never move beyond the 12 credit hour threshold and thus never show up in the data. The curriculum continues to be relevant with the addition of newer technologies (computer lab, LiveScan digital fingerprinting, drones).
Intended Action Steps What are the action steps resulting from this review?	The one source of concern is employment. Graduate Follow-up Surveys indicate 40% of them were not satisfied with their preparation for employment and only half of them were employed, not all in their field

Please detail a timeline and/or dates for each step.

of study. The college needs to do more to prepare students in this program for employment. In the fall Criminal Justice faculty and the dean will look at other Criminal Justice programs to see if they include an employment seminar in their curriculum. They will also review other CTE programs on campus and on other campuses and ask if those programs have employment seminars. If so, how are they structured and do they work? The faculty and deans will take the information to the Advisory Committee meeting in the spring for their input. If it is warranted, the dean will submit a request to ICCB to add an employment seminar to Criminal Justice. Credit hours in other courses might need to be reduced to keep the curriculum at close to 60 credit hours. If the seminar is added, it will be in FY19. Graduates would then be surveyed to assess whether or not the employment seminar was beneficial and how it could/should be modified.

Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Electronics	Degree	67	47.0105	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Student will demonstrate knowledge, skills, and abilities in the fundamentals of analyzing, designing, implementing, and troubleshooting electronic circuits within its associated industry. • Students will demonstrate knowledge of the role of technology in a global perspective and awareness embracing society and international cultures. • Students will understand the impact of continually changing technology in the electronics field and what they must do to make use of this technology to develop new and more advanced technologies. • Students will develop successful interpersonal communication strategies in the workplace and competencies relating to managing and communicating technical information to others. 		
To what extent are these objectives being achieved?		Goals are being met with minor adjustments annually		
Past Program Review Action What action was reported last time the program was reviewed?		Continue with minor adjustments		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	Placement score into ENGL 121 Placement score into MATT 133
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	INST 101 Success in College ELEC 160 Intro to Electricity-Electronics ELEC 168 Mechatronics II ELEC 175 PC Application in Electronics ELEC 167 Electronic Circuits I ELEC 273 Digital Electronics ELEC 269 Mechatronics III ELEC 265 Intro to AC Circuits ELEC 275 Industrial Automation: PLC-5 ELEC 274 Digital Electronics II ELEC 220 Opto-Electronics INFO 245 Employment Seminar ELEC 276 Advanced Automation Techniques ELEC 250 Mechatronics IV ELEC 277 Siemens PLCS
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	67 credits are required to meet the technical and employer work place needs
<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 How strong is the occupational demand for the program?	Bureau of Labor Statistics project 6% job growth through 2024
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Steady
1.3 What is the district and/or regional need?	More jobs than graduates
1.4 How will students be recruited for this program?	High School visits-High School tours of campus. CTE-Facebook and Twitter pages
1.5 Where will students be recruited from?	Community College District and college Indiana counties
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes

<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this program?	Instructor salaries Lab supplies and equipment
2.2 How does the unit cost compare to the college average?	According to an internal cost analysis the program has a slight deficit comparable to most other CTE programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General Funds
2.4 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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 What are the program's strengths?	Current equipment
3.2 What are the identified or potential weaknesses of the program?	Enrollment
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional/Hybrid
3.4 How does this program fit into a career pathway?	Electronics grads can choose from a variety of work settings: manufacturing, service, or mobile techs
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Addition of a robotics class and 3 new ABB robots
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	College Express-High School Program. 4-course sequence
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Yes

3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	SIU Capstone
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?	Partner with local companies to provide internships. Watchfire Signs and Thyssen-Krupp
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	12 to 1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Attend robotics training and Allen Bradley update training
3.16 What is the status of the current technology and equipment used for this program?	Excellent
3.17 What assessment methods are used to ensure student success?	End of program project demonstrates students total program knowledge
3.18 How satisfied are students with their preparation for employment?	Good
3.19 How is student satisfaction information collected?	Follow-up survey, CESSE, Noel-Levitz
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Committee

3.21 How often does the program advisory committee meet?	Once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied
3.23 How is employer satisfaction information collected?	Advisory Committee Surveys
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Improvements made prior to this program review

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

No barriers encountered. DACC has excellent student services for our students.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	ELECTRONICS				
<i>CIP CODE</i>	47.0105				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	10	19	26	18	18
<i>RETENTION RATES (FALL TO SPRING)</i>	85%	90%	85%	92%	78%
<i>COMPLETION RATE</i>	3	3	3	5	4
<i>OTHER (AWARDS)</i>	3	3	3	5	4

How does the data support the program goals? Elaborate.	The data reflects steady student enrollment and graduates from strategic recruitment efforts
What disaggregated data was reviewed?	The number of non-completers, the reason for not completing, retention rates by race, gender, and age
Were there gaps in demographic data? Please explain.	Women are not represented well in the program, but they are also underrepresented in the field
What is the college doing to overcome any aforementioned equity gaps?	A series of in-service activities to attract non-traditional students to all of our CTE programs
Are the students served in this program representative of the college? Please explain.	Yes. Except for females
Are the students served in this program representative of the district? Please explain.	Yes
<i>REVIEW RESULTS</i>	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	During the next 5 years the college is committed to this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to recruit non-traditional students

Career & Technical Education

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017

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
Health Information	Degree	63	51.0707	Medical Coding Health Data Analyst

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.

<p>Program Objectives What are the overarching objectives/goals of the program?</p>	<ul style="list-style-type: none"> ▪ Students will be able to clearly demonstrate applications of the American Health Information Management Association (AHIMA) entry-level competencies by receiving a grade of C or better in all coursework. ▪ Students will be able to demonstrate appropriate applications of classroom learning experience during their professional practice experience as measured by evaluation from the clinical site coordinator. ▪ Graduates will demonstrate entry-level competencies by maintaining 85% or higher pass rate on the national exam. ▪ To maintain a curriculum of high quality by comparing it to the current domain requirements and revising when needed to ensure it is achieving the entry-level competencies of a Health Information Technician. ▪ Perform an annual assessment using the calculated data from the school summary report provided by AHIMA from the results of the students' RHIT exams to determine where program improvements are needed. ▪ To provide educational forums for the Community of Interest, and in particular, for employees currently in the HIM field. ▪ The program's Advisory Board will assist with development and revision of program goals and curriculum based on the annual school summary report provided by AHIMA ▪ The Professional Practice Experience (PPE) sites give feedback to each student they supervise as well as to the program by using evaluation forms provided to them by the program. This collected data is assessed to determine where and when improvements are needed.
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<p>To what extent are these objectives being achieved?</p>	<ul style="list-style-type: none"> ▪ There were changes made to the HIT curriculum based on new learning domain requirements from the Commission on Accreditation for Health Informatics and Information Management. ▪ A new course was requested and approved by the Illinois Community College Board (ICCB) to cover the new learning domain requirements set by CAHIIM. HITT 275 Health Information, Analytics and Data Use will be a new graduation requirement for students starting the HIT program fall of 2016. ▪ The general education requirement for Psychology was replaced with Sociology due to some of the new learning domain requirements specifying diversity be added to the curriculum. The SOCY 100 course covers diversity. ▪ The pass rate for the national registered health information technologist (RHIT) exam in 2015 was 83%. ▪ Based on the exam results Domain IV: Information Technology is consistently the lowest domain score (81%). Assessing this domain will be the focus for the next school year. ▪ Community education: the program director created an online community education course for ICD-10 that is available to the public. She is also teaching an ICD-10 course at the Veteran’s Affairs in their HIMS department.
<p>Past Program Review Action What action was reported last time the program was reviewed?</p>	<p>Continued with minor improvements</p>
<p><i>CTE PROGRAM REVIEW ANALYSIS</i></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>MATH 107 Applied Mathematical Concepts, or higher level algebra-based math course OR placement by test into MATH 108 Intermediate Algebra. BIOL 136 Anatomy and Physiology 1 with a grade of “C” or better.</p>

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>BIOL 136 Anatomy and Physiology I BOFF 140 Medical Terminology HITT 101 Introduction to Health Information Management CBUS 150 Business Computer Systems HITT 205 Legal Aspects of HIM and Ethics HITT 110 Coding in Ambulatory Care Settings BIOL 137 Anatomy and Physiology II HITT 245 Current Trends in Health Information Technology HITT 115 Patho-Physiology and Pharmacology HITT 125 Clinical Practicum I HIM Functions ENGL 101 Rhetoric and Composition SPCH 101 Oral Communications SOCY 100 Introduction to Sociology HITT 106 ICD Coding HITT 255 Alternative Healthcare Settings Insurance Procedures HITT 275 Health Information, Analytics and Data Use HITT 235 Advanced Coding HITT 240 Supervision for Health Information Technologists HITT 260 Quality Assurance HITT 250 Clinical Practicum II Supervision</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Commission on Accreditation for Health Informatics and Information Management Education has new learning domain requirements that must be in place by 2017-18 school year. To meet the new learning domain requirements a course was added to the program. The new learning domains are very unique and not easily pulled into other course work. Three years ago this program condensed from 71 credit hours to the current 63 credit hours. It was a big undertaking and truly packed the current learning domains as tightly as possible.</p>
<p><i>INDICATOR 1: NEED</i></p>	<p><i>RESPONSE</i></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>“There are approximately 12,000 to 50,000 new jobs anticipated by 2017, and the Bureau of Labor Statistics cites medical records and health information technicians as one of the 20 fastest growing occupations in the US. “</p> <p>http://www.ahima.org/careers/healthinfo See “WHY CHOOSE HEALTH INFO?” Tab for the Bureau of Labor Statistics.</p>

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>“Industries with an increased demand for health information professionals include academic institutions, consulting agencies, government agencies, and healthcare software companies. As health information technology (HIT) becomes more prevalent, health information practitioners will continue to be critical components of the electronic health record (EHR) workforce. According to the US Department of Labor, HIT will grow to encompass new support positions, including mobile support adoption positions, public health informatics, implementation support specialists, and information management redesign specialists.”</p> <p>http://www.ahima.org/careers/healthinfo See “WHY CHOOSE HEALTH INFO?” Tab for the Bureau of Labor Statistics.</p>
1.3 What is the district and/or regional need?	According to data collected from IDES November 2016, for Vermilion, Champaign, Ford and Iroquois counties (ILWA 17 and LWA 18) the ten year projection for growth is 7.4%.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> ▪ Program director does short presentations on “What is HIT?” to groups on campus and off ▪ Current students sharing their experiences ▪ Past graduates recommending the degree to others
1.5 Where are students recruited from?	<ul style="list-style-type: none"> ▪ College campus ▪ Local hospital departments
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	<ul style="list-style-type: none"> ▪ Annual accreditation maintenance fee of \$2,500. ▪ Accreditation review every 7 years \$10,000 ▪ Faculty Salary and Benefits
2.2 How do costs compare to other programs on campus?	According to an internal cost analysis the program has a slight profit margin comparable to most other CTE programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General funds
2.4 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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No

<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 What are the program's strengths?	<ul style="list-style-type: none"> ▪ Well define nationally regulated curriculum ▪ Small class sizes ▪ Above average national exam pass rates
3.2 What are the identified or potential weaknesses of the program?	Keeping up with the changes in the fast paced industry
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	<ul style="list-style-type: none"> ▪ Traditional ▪ Online ▪ Hybrid
3.4 How does this program fit into a career pathway?	<p>HIT graduates can choose from a variety of work settings across an array of healthcare environments. Career options include health information department supervisor, medical coder, privacy officer, compliance officer, cancer registrar, and many more. AHIMA offers many credentials to specialize in a specific career path.</p> <p>See http://www.ahima.org/certification/exams</p>
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	<ul style="list-style-type: none"> ▪ The virtual laboratory being used for professional practicum experience. It contains many software applications that allow students to perform HIM duties that they often do not get access to when at facilities. ▪ Assessment method using the last national exam pass rates compared to the current students classroom performance.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Nothing in place at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	<p>Two professional practice experiences.</p> <ul style="list-style-type: none"> ▪ HITT 125 is a course in the first year that uses the virtual laboratory. It contains many different software applications that allows students to perform HIM duties that they often do not get access to when at facilities. ▪ HITT 250 is a work-based learning opportunity. The students are placed at a healthcare facility to work under another HIM professional.
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, NATEF).	The Commission on Accreditation for Health Informatics and Information Management (CAHIIM).
3.9 Are industry-recognized credentials offered? If so, please list.	<p>The industry recognized credential for this program is the Registered Health Information Technician (RHIT).</p> <p>http://www.ahima.org/certification/RHIT</p>

3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	83%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	15 to 1 is the average, with most sections serving 10 to 16 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The college holds In-Service training for full time and part-time faculty several times a year.
3.16 What is the status of the current technology and equipment used for this program?	Equipment -new computers purchased in 2014 for the HIT computer lab. Technology – students have access to the current software applications being used in the HIM field.
3.17 What assessment methods are used to ensure student success?	Assessment method uses national exam pass rates each year which lists each major learning domain. This allows comparison of year to year as well as comparison to the current students' classroom performance.
3.18 How satisfied are students with their preparation for employment?	Very satisfied
3.19 How is student satisfaction information collected?	1. Survey sent through Survey Monkey 2. College surveys students each semester by course.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	1. Advisory board members 2. Provide the professional practice experiences within their HIM departments.
3.21 How often does the program advisory committee meet?	Annually

3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied
3.23 How is employer satisfaction information collected?	Survey sent through Survey Monkey.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	HEALTH INFORMATION TECHNOLOGY				
<i>CIP CODE</i>	51.0707 (AAS) 51.0713 (CODING CERTIFICATE)				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	17	20	27	34	34
<i>NUMBER OF COMPLETERS</i>	5	6	9	9	17
<i>AWARDS</i>	5	10	16	15	31
How does the data support the program goals? Elaborate.	The data reflects increased student enrollment and graduates from strategic recruitment efforts.				
What disaggregated data was reviewed?	The number of non-completers, the reasons for not completing, retention rates by race, gender, and age.				
Were there gaps in the data? Please explain.	Men are not represented well in the program but they are also under represented in the field.				
What is the college doing to overcome any identifiable gaps?	Recruiting efforts include speakers that present in several science courses and tours.				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.				
Are the students served in this program representative of the district population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.				

REVIEW RESULTS

Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	During the next five years the college is committed to this program, its students, and its quality graduates and is pleased with the current path of growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued efforts in recruiting at every opportunity.

<i>Career & Technical Education</i>				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
<i>PROGRAM IDENTIFICATION INFORMATION</i>				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Medical Office	Degree	65	51.0716	Medical Office Advanced Medical Office
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Students will develop critical thinking abilities and a foundation of ethical principles that allows them to work respectfully, ethically, and professionally with people of diverse backgrounds. • Students will acquire communications skills (written, oral and electronic) needed to analyze a business situation, problem or opportunity and support the effectiveness of the business office • Students will evaluate and apply the effective use of technology to optimize business performance, while recognizing the ever-changing impact technology has on the business industry. • Students will demonstrate effective leadership and collaboration skills needed to make critical decisions, accomplish functional, organizational and professional goals. • Students will engage in an internship or service learning experience to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career related experience. 		
To what extent are these objectives being achieved?		Goals are being met with minor adjustments		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor adjustments		
<i>CTE PROGRAM REVIEW ANALYSIS</i>				
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		Placement score into ENGL 121 or higher Placement score into MATT 133		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>INST 101 Success in College BOFF 130 Windows BOFF 121 Typing & Document Processing BOFF 237 Word I BOFF 140 Medical Terminology BOFF 108 Ethics in the Workplace BOFF 122 Document Processing II BOFF 238 WORD II GSCI 105 Human Body Structure BOFF 139 Medical Office Procedures BOFF 225 Excel I BOFF 141 Intro to Medical Transcription BOFF 226 Access I BOFF 125 Business Communications BOFF 249 Medical Office Procedures II BOFF 151 Records Management BOFF 250 Administrative Systems & Procedures BOFF 260 Job Search BOFF 242 Intermediate Medical Transcription BACC 100 Introduction to Accounting or CACC 101 Financial Accounting BOFF 127 Intro to PowerPoint</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Advisory committee recommends the 65 hours to be able to compete in the workplace.</p>
<p><i>INDICATOR 1: NEED</i></p>	<p><i>RESPONSE</i></p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Bureau of Labor Statistics project 3% job growth until 2024.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand has been steady. Average growth in the next five years</p>
<p>1.3 What is the district and/or regional need?</p>	<p>Very similar to the national growth</p>
<p>1.4 How will students be recruited for this program?</p>	<p>Recent High School college days</p>

1.5 Where will students be recruited from?	Local high schools Local counties in Indiana
1.6 Did the review of program need result in actions or modifications? Please explain.	This program is being revised and rolled into a new one.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Faculty salaries and benefits
2.2 How does the unit cost compare to the college average?	According to an internal cost analysis the program has a slight profit margin comparable to most other CTE programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General Funds
2.4 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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Small class size
3.2 What are the identified or potential weaknesses of the program?	Low enrollment
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional/Online/Hybrid
3.4 How does this program fit into a career pathway?	Medical Office grads gain employment in hospitals, doctors offices, clinics and other office type environments
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Nothing to share at this time

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Nothing in place at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	SOE-Internship classes are available
3.8 Is industry accreditation required for this program?	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Franklin University
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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	15 to 1. Most sections have 10 to 16 students
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Attend IBEA conference Fall of each year DACC In-services days (7 per year)
3.16 What is the status of the current technology and equipment used for this program?	Excellent—labs being converted to active directory, running Windows 2010
3.17 What assessment methods are used to ensure student success?	At the end students can test for RMA (Registered Medical Assistant) and NCMA (National Certified Medical Assistant)
3.18 How satisfied are students with their preparation for employment?	Very satisfied

3.19 How is student satisfaction information collected?	Post-Graduation Surveys
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Boards
3.21 How often does the program advisory committee meet?	Once per year
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied
3.23 How is employer satisfaction information collected?	Surveys sent
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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

No barriers encountered

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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.

<i>CTE PROGRAM</i>	MEDICAL OFFICE				
<i>CIP CODE</i>	51.0716				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	31	27	39	50	58
<i>RETENTION RATES (FALL TO SPRING)</i>	90%	95%	89%	90%	93%

<i>COMPLETION RATE</i>	85%	90%	85%	88%	89%
<i>OTHER (AWARDS)</i>	17	20	14	26	15
How does the data support the program goals? Elaborate.	The data reflects increased student enrollment				
What disaggregated data was reviewed?					
Were there gaps in demographic data? Please explain.	Men are not represented well in the program, but are also underrepresented in the field.				
What is the college doing to overcome any aforementioned equity gaps?	Activities focused on recruiting nontraditional students to all our CTE programs				
Are the students served in this program representative of the college? Please explain.	Yes				
Are the students served in this program representative of the district? Please explain.	Yes				
<i>REVIEW RESULTS</i>					
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
Summary Rationale Please provide a brief rationale for the chosen action.	During the next 5 years the college is committed to this program				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to evaluate the need for this program. Possible consolidation off all the Office Systems Programs.				

Academic Disciplines	
<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>DISCIPLINE AREA:</i>	Written and Oral Communications
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.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<ul style="list-style-type: none"> - Students will analyze a problem, apply and critique evidence, and formulate a solution or a position. (written and oral) - Students will construct drafts using reading, collaborative pre-writing and re-writing, and editing skills. (written) - Students will demonstrate the ability to locate, evaluate, analyze, and apply information. (written and oral) - Students will demonstrate the ability to navigate and utilize online tools and computer-based resources and will construct their assignments utilizing current technologies. (written and oral) - Students will demonstrate the ability to ethically integrate and apply outside information (MLA and/or APA) in their written texts and oral presentations. (written and oral) - Students will demonstrate the ability to prepare written texts for various audiences and purposes. (written) - Students will demonstrate the ability to prepare, deliver, and evaluate informative and persuasive speeches for various audiences and purposes. (oral) - Students will recognize different belief systems and perspectives, investigate differences, and construct written and oral texts that demonstrate audience awareness. (written and oral)

<p>To what extent are these objectives being achieved?</p>	<p>Each of the program objectives for written and oral communications is tied to one or more of the college's four general education outcomes, which are communication, critical thinking, technology, and cultural awareness. Each year the college assesses one of the general education outcomes using a rubric. Assignments in the courses within each program that are linked to the general education outcome being assessed that year are evaluated using the rubric. Results are then analyzed to see if the overall objective is being met. In 2017 for example critical thinking was assessed. Just over 100 students in ENGL102 and SPCH101, both IAI courses, and ENGL121, a non-transfer course, were assessed. Students in the ENGL121 were not as accomplished in critical thinking (with just 44% being competent in all three areas assessed) as the students in the ENGL102 and SPCH101 classes (with 82% and 80%, respectively) being competent in all three areas assessed. The data also indicated that students' critical thinking skills were enhanced as they accumulated successful credit hours with 67% of the students with 0 to 10 credit hours being competent compared to 77% of the students with over 41 credit hours.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>The mission of the college is to provide quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of its diverse communities and the world it shares. The communications program at DACC supports the college's commitment to general education and supports the academic goals of all disciplines offered by the college. English and/or speech are required in every degree program and the majority of certificate programs.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Program level outcomes and course level student learning outcomes were articulated for all of the courses in written and oral communications, including non-IAI courses. Rubrics were developed to assess how well students are doing. Faculty continue to review these outcomes to ensure they are measurable and continue to assess them to verify program objectives are being met.</p>
<p><i>REVIEW ANALYSIS</i></p> <p>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.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>

<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>DACC faculty and staff meet annually with representatives from four-year institutions to verify that the college’s programs are current. The Transfer Articulation Coordinator works closely with IAI staff to ensure that DACC courses up for review are updated to meet IAI requirements and to ensure that changes required by IAI are made. Several faculty members serve on IAI panels and thereby keep abreast of the need for programmatic changes. The CAO, deans, and director of institutional effectiveness regularly attend conferences and meetings to keep abreast of developments in the various disciplines and the larger academic community. Faculty and staff routinely engage in environmental scanning to ensure the academic programs at the college are cutting edge. All changes must be submitted to the Office of Instruction and Academic Affairs team for review and approval.</p>
<p>1.2 How are students informed or recruited for this program?</p>	<p>Students enrolled in higher education in the state of Illinois must complete ENGL 101 and ENGL 102 and either SPCH 101 or SPCH 102 in order to graduate with an AS, AA, or AFA. Students pursuing the AES must complete at least two communications courses. Because students are required to take the courses there is not much need to recruit for them. There is great need to make sure students are informed that they must take these courses. Curriculum guides, the college catalog, orientations, mandatory advisement, and degree audit are just a few ways students are informed about the requirements for program completion.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this discipline?</p>	<p>The two primary costs associated with communications are faculty and technology. There are six full-time instructors, four in written communication and two in oral communication. Just a few sections are taught by part-time instructors. The written communication classes are all taught in computer labs (which are upgraded on a three-year cycle), and some sections of both written and oral communication have an online component using Blackboard as the LMS. Section sizes are limited to 24 students for the face-to-face sections because classrooms are small and to 18 for the online sections as per the faculty contract. Because of the number of credit hours generated by this discipline and the relatively low cost for technology communications classes continue to be very cost effective.</p>

<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Increasing class size in face-to-face and online classes might seem to be a way to make these disciplines even more cost effective but that is not necessarily the case. Student retention is better when classes are smaller and students can get more one-on-one attention from instructors. We are focusing on offering fewer sections of each course to ensure that each section is filled to capacity or near capacity, rather than having more sections and then one section having 11 students, and another section having 15 students, and yet another having maybe just 6 or 7 students. When building the fall 2017 schedule, for example, we reviewed the enrollment in sections on the first day of classes fall 2016. We then eliminated sections that had the fewest students. We watched enrollments into early summer 2017 and then added one additional section where needed.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>At this time the resources are adequate to cover the costs of the written and oral communication program. If we had additional resources we could consider increasing the funding for the Writing Center, which provides one-on-one assistance to students who request help. The biggest need is for funding to pay for online tutoring for students who are taking online classes or can't come to the Writing Center during its hours of operation. We have piloted FBE (Feedback by Email) and it was very successful but was costly.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>All of the written and oral communication classes are taught face-to-face, online and as hybrids. There are the traditional 16-week sections, of course, but in addition all of them are offered in either a 12-week or 7-week format, face-to-face and online. Since the last review one of the speech professors and a biology professor have taught SPCH 101 and a biology class as a learning community. They have done this for several semesters and are experiencing slightly higher retention rates, particularly when comparing the biology component to other biology sections.</p>
<p>3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>At the end of each semester the Director of Institutional Effectiveness provides the dean with the course completion rates for each section. The dean compares the success rates (C or higher) of face-to-face classes, online classes, hybrid classes, classes taught as dual enrollment at the high school, classes taught at the Danville Correctional Center, etc. The data is collected over time and analyzed to see if there are trends or patterns that can be discerned. Overall success rates in online sections are often, but not always, slightly lower than the success rates in face-to-face sections and hybrid sections.</p>

<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The dean observes each full-time faculty member once a year and completes a performance evaluation form, which is shared with the Vice-President of Instruction and Student Services, reviewed with the faculty member, and then submitted to Human Resources for inclusion in the faculty member's personnel file. Lead instructors in communication observe part-time faculty each semester for the first two years and then once a year thereafter. They complete the same performance evaluation form that is used for full-time faculty. The evaluation is shared with the Vice-President of Instruction and Students Services and the faculty member. It is then submitted to Human Resources and the dean for inclusion in the faculty member's file. Students also evaluate instructors. Students complete evaluations in all sections taught by non-tenured, full-time faculty and all part-time faculty. Students in three sections of full-time, tenured faculty complete evaluations. The dean selects which sections to have complete evaluations and tries to get a good sample from all modes of delivery (face-to-face, hybrid, online).</p>
<p>3.4 How does the discipline identify and support at-risk students?</p>	<p>The college has an early warning system that faculty members use to help identify at-risk students. If students are not attending class, are not submitting work, or talk to the faculty member about challenges they are facing, the faculty members submit an online form that goes to the Dean of Student Services, who then forwards it to individuals on campus who have the expertise to assist the student, depending on the difficulty. All faculty at DACC have had training on how to identify and assist students who might be at risk. The training is based on the work of Ruby Payne.</p>
<p>3.5 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>English and speech are required for almost every degree and certificate at DACC. In addition to working closely with faculty in other programs, the communication faculty work closely with library staff, counselors, staff in the Testing Center, Veterans Services, Career Services, and Online Learning.</p>
<p>3.6 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Faculty and the dean routinely review IAI requirements, ICCB requirements, HLC requirements, best practices in the discipline, industry standards, curriculum at four-year institutions, employment data, student success rates, and local, national, and global trends when developing or modifying curriculum.</p>
<p>3.7 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>The dean and appropriate faculty members look at multiple sections over time, paying attention to the format, delivery mode, time of day offered, and different instructors to see if there are any patterns. They will look at incoming placement scores for students in the class to see if the cut score is too low. They will also look at the reading level of the textbook or other required materials. Sometimes the textbooks are written at too high a level. In some instances faculty have brought tutors directly into the classroom to work with students there.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i></p>	

English and speech classes traditionally have taught what is known as formal discourse. Many of our students come from socio-economic backgrounds where formal discourse is not the day-to-day language used. These students have a rich background that is often looked down upon in higher education. The communication faculty have worked diligently over the last five years to bridge this gap between spoken language and formal discourse in a way to help students from these diverse socio-economic backgrounds appreciate their cultural heritage while learning how to use formal discourse to their advantage in the academic environment.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

<i>ACADEMIC DISCIPLINE AREA</i>	Written and Oral Communication				
<i>COURSE TITLE</i>	Rhetoric and Composition I (ENGL 101)				
<i>COURSE DESCRIPTION</i>	Required of all transfer students. Training and practice in comprehension and expression of written English. A "C" or better is required in this course for degree and/or transfer credit to be issued.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	639	652	624	567	647
<i>CREDIT HOURS PRODUCED</i>	1917	1956	1872	1701	1941
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	76.4%	80.1%	77.1%	76.5%	78.2%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: C1 900	IAI: C1 900	IAI: C1 900	IAI: C1 900	IAI: C1 900
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The overall goal of ENGL 101 is to help students improve their comprehension and expression of the English language. Having an overall success rate of between 76% and 80% suggests that for the most part students in the class are improving in these areas. While no one expects a 100% success rate, there is certainly room for improvement and faculty teaching this course should be encouraged to raise the bar, to at least aspire to an 80% success rate every year.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The data were disaggregated by gender, race, first-generation college student, and socio-economic status. This data did not include students taught in dual enrollment classes at the high school or students who were enrolled in classes at the Danville Correctional Center.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The overall success rate in ENGL101classes taught at the college or online over the five-year period FY2012 through FY2016 was 74.9%. The success rates for most of the classifications (Male/Female, White Non-Hispanic, Hispanic, First Generation/Non First Generation, and Non Pell Eligible) were all close to or above the				

	overall success rates. The success rates for Black Non-Hispanic and Pell Eligible, however, were noticeably lower at 62% and 69.9% respectively. The success rates for these two classifications were lower than the overall 74.9% in FY2012 (62% and 67.7%) and still lower than the overall 74.2% in FY2016 (61.8% and 69.2%)
<i>ACADEMIC COURSE REVIEW RESULTS</i>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	The college needs to disaggregate the data even further to determine exactly who the students are who are not being successful in ENGL 101. Clearly students from black non-Hispanic backgrounds are less likely to succeed, as are students from lower socio-economic backgrounds. But exactly who are they? The college has adopted an Early Alert system, but this system is put into place after classes have already started. With its new intrusive advising process, the students most likely to be at risk should be identified up front and, whenever possible, be registered for ENGL 101 classes taught by the instructors who have the most experience and success with students who face similar barriers. This will be integrated into the college's student success agenda as laid out in the strategic plan.
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	The overall success rate in ENGL 101 is good at just under 80% but the fact that the rate has not improved even slightly over a five year period, and the fact that the gaps between certain groups has not decreased at all during that time, suggests the college is possibly continuing to do what it has always done and is continuing to get what it has always gotten. This is in spite of the fact the college has provided extensive training and resources to help faculty and staff understand how to work with these populations. The college needs to continue to research best practices for how to help students from black non-Hispanic and lower socioeconomic backgrounds succeed in English classes. The faculty in particular need to research how they can improve their own pedagogy to be more effective with these students.
<p>Resources Needed</p>	Additional funds to provide training opportunities and resources to specific faculty, in this case English teachers, would be helpful. The "global" training directed at all faculty and staff does not give the English faculty the tools they need to help these students in their specific classes.
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	The dean over the English classes is responsible for helping the faculty identify training and other resources that will help them improve the learning outcomes for these students who are not succeeding at the same rates as other students in their English classes.
<i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i>	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<i>ACADEMIC DISCIPLINE AREA</i>	Written and Oral Communication

<i>COURSE TITLE</i>	Rhetoric and Composition I (ENGL 102)				
<i>COURSE DESCRIPTION</i>	Required of all transfer students. Continued training and practice in the comprehension and expression of written English, with emphasis on the research process. A "C" or better is required in this course for degree and/or transfer credit to be issued. Keyboarding skills required.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	397	403	371	374	467
<i>CREDIT HOURS PRODUCED</i>	1191	1209	1113	1122	1401
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	70.8%	77.9%	76.8%	78.3%	76.9%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: C1 901R	IAI: C1 901R	IAI: C1 901R	IAI: C1 901R	IAI: C1 901R
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The overall goal of ENGL 102 is to help students improve their comprehension and expression of the English language with emphasis on the research process. Having an overall success rate of over 75% suggests that for the most part students in the class are gaining these skills. While no one expects a 100% success rate, there is certainly room for improvement and faculty teaching this course should be encouraged to raise the bar, to at least aspire to an 80% success rate every year.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The data were disaggregated by gender, race, first-generation college student, and socio-economic status. This data did not include students taught in dual enrollment classes at the high school or students who were enrolled in classes taught at the Danville Correctional Center.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The overall success rate in ENGL102 classes taught at the college or online over the five-year period was 73.6%. The success rates for four of the classifications (Male/Female, White Non-Hispanic, Hispanic, and Non Pell Eligible) were all close to or above the overall success rates. The success rates for Black Non-Hispanic was noticeably lower at 62.4%. The success rates for First Generation students was not as much lower than the overall success rate at 71.4% but First Generation students were successful at a much lower rate than non-First Generation students at 77.1% The same holds true for students based on socio-economic status. Students who were Pell eligible were successful only 70.3% of the time compared to 76.9% for students who were not Pell eligible. The success rates for these subgroups did go up from the first year reviewed to the last year reviewed, but they did not go up enough to lessen the gap.				

ACADEMIC COURSE REVIEW RESULTS

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The college needs to disaggregate the data even further to determine exactly who the students are who are not being successful in ENGL 102. It appears from the data that there might be some reason that not only Black non-Hispanic students are not successful in this course but also that First Generation and Pell eligible students aren't succeeding. Faculty teaching this course and the dean should review the literature to see if there is information about why there might be such a connection.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The overall success rate in ENGL 102 is good at just over 75% but the fact that the rate has not improved even slightly over a five year period, and the fact that the gaps between certain groups has not decreased at all during that time, suggests the college should investigate how it could improve student outcomes in this course. All students transferring to a four-year institution and many students in certain career technical programs must pass this course with a C or better in order to move forward.</p>
<p>Resources Needed</p>	<p>Additional funds to provide training opportunities and resources to specific faculty, in this case English teachers, would be helpful. The "global" training directed at all faculty and staff does not give the English faculty the tools they need to help these students in their specific classes.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The dean over the English classes is responsible for helping the faculty identify training and other resources that will help them improve the learning outcomes for these students who are not succeeding at the same rates as other students in their English classes.</p>

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

<i>ACADEMIC DISCIPLINE AREA</i>	Written and Oral Communication				
<i>COURSE TITLE</i>	Oral Communication (SPCH 101)				
<i>COURSE DESCRIPTION</i>	The oral communication course, combines communication theory with the practice of oral communication skills interpersonal communication theories, listening techniques, assertiveness skills, and group decision making skills. Students are expected to prepare and deliver at least three substantive speeches, including both informative and persuasive assignments delivered extemporaneously.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	732	590	611	454	444

<i>CREDIT HOURS PRODUCED</i>	2196	1770	1833	1362	1332
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	78.3%	81.0%	82.2%	83.5%	86.3%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: C2 900	IAI: C2 900	IAI: C2 900	IAI: C2 900	IAI: C2 900
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The overall goal of SPCH 101 is to help students improve their listening and speaking skills. Having an overall success rate of over 80% suggests that for the most part students in the class are improving these skills. The increase in the overall success rate from 78.3% in the first year to 86.3% the last year reviewed suggests the changes that have been made (such as identifying program and course learning outcomes) has had a positive impact on student learning.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The data were disaggregated by gender, race, first-generation college student, and socio-economic status. This data did not include students taught in dual enrollment classes at the high school or students who were enrolled in classes at the Danville Correctional Center.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The overall success rate in SPCH 101classes taught at the college or online over the five-year period reviewed was 81.4%. The success rates for females, White non-Hispanic, non-First Generation, and non-Pell eligible were all higher than the average. Rates for males, Black non-Hispanic, Hispanic, First Generation, and Pell eligible were all lower, with Black non-Hispanic being significantly lower at just 63.2%. The overall success rate the first year reviewed was 76.3% and the last year reviewed was 85.6%, an increase of 9.3%. Success rates for males and females increased 11.6% and 7.8% respectively. White non-Hispanic, First Generation, non-First Generation and non-Pell eligible increased by 9.4%, 9.9%, 8.4%, and 10.4% respectively. Success rates for Black non-Hispanic and Pell eligible students increased by only 5.6% and 5.5% respectively. Success rates for Hispanic students actually decreased by 19%, but that is influenced by the decline in numbers from 16 to just 9 students.				
<i>ACADEMIC COURSE REVIEW RESULTS</i>					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The college needs to disaggregate the data even further to determine exactly who the students are who are not being successful in SPCH 101. Clearly students from black non-Hispanic backgrounds are less likely to succeed, as are students from lower socio-economic backgrounds. But exactly who are they? The college has adopted an Early Alert system, but this system is put into place after classes have already started. With its new intrusive advising process, the students most likely to be at risk should be identified up front and, whenever				

	possible, be registered for SPCH 101 classes taught by the instructors who have the most experience and success with students who face similar barriers. This will be integrated into the college’s student success agenda as laid out in the strategic plan.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate in SPCH 101 is good at just over 80% but the fact that the rate has not improved even slightly over a five year period, and the fact that the gaps between certain groups has not decreased at all during that time, suggests the college needs to do more than train faculty and staff on the impact socio-economic status has on academic achievement. The college needs to continue to research best practices for how to help students from black non-Hispanic and lower socioeconomic backgrounds succeed in speech classes. The faculty in particular need to research how they can improve their own pedagogy to be more effective with these students.
Resources Needed	Additional funds to provide training opportunities and resources to specific faculty, in this case speech teachers, would be helpful. The “global” training directed at all faculty and staff does not give the speech faculty the tools they need to help these students in their specific classes.
Responsibility Who is responsible for completing or implementing the modifications?	The dean over the speech classes is responsible for helping the faculty identify training and other resources that will help them improve the learning outcomes for these students who are not succeeding at the same rates as other students in their speech classes.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

<i>ACADEMIC DISCIPLINE AREA</i>	Written and Oral Communication				
<i>COURSE TITLE</i>	Public Speaking (SPCH 102)				
<i>COURSE DESCRIPTION</i>	An introductory course which emphasizes the thoughtful preparation and practice of delivering speeches before a group. Students are expected to present both informative and persuasive speeches.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	57	67	70	102	101
<i>CREDIT HOURS PRODUCED</i>	171	201	210	306	303
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87.7%	69.7%	77.1%	81.4%	86.1%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: C2 900	IAI: C2 900	IAI: C2 900	IAI: C2 900	IAI: C2 900
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The overall goal of SPCH 102 is to help students improve their public speaking skills. Having an overall success rate of just under 75% suggests that for the most part students in the class are improving these skills.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The data were disaggregated by gender, race, first-generation college student, and socio-economic status. This data did not include students taught in dual enrollment classes at the high school or students who were enrolled in classes taught at the Danville Correctional Center.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The overall success rate in SPCH 102 classes taught at the college or online over the five-year period was 74.3%. The success rates for several of the classifications (Male/Female, White Non-Hispanic, non-First Generation, and Non Pell Eligible) were all close to or above the overall success rates. The success rates for Black Non-Hispanic, Hispanic, First Generation and Pell eligible were all lower at 52.4%, 57.1%, 68%, and 58.7% respectively. It is important to note that most students take SPCH 101 instead of SPCH 102 because they don't have to do as many speeches in SPCH 101 as in SPCH 102. The number of students from minority backgrounds who enroll in SPCH 102 is particularly small, with just 23 of the 191 students (12%) in the SPCH 102 classes taught on campus or online being Black non-Hispanic or Hispanic.				
<i>ACADEMIC COURSE REVIEW RESULTS</i>					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The college needs to disaggregate the data even further to determine exactly who the students are who are not being successful in SPCH 102. It appears from the data that there might be some reason that not only Black non-Hispanic and Hispanic students are not successful in this course but also that First Generation and Pell eligible students aren't succeeding at the same rates as students who are not First Generation and are not Pell eligible. Faculty teaching this course and the dean should review the literature to see if there is information about why there might be such a connection.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The overall success rate in SPCH 102 is good at just over 75% but the fact that the gaps between certain groups has not decreased over a five-year period suggests the college should investigate how it could improve student outcomes in this course. It is also disturbing that such a few students from minority and lower socio-economic backgrounds even take this course, which helps to prepare students to play leadership roles in the larger world.				
Resources Needed	Additional funds to provide training opportunities and resources to specific faculty, in this case speech teachers, would be helpful. There may be better ways to teach the course that will not only help				

	<p>certain groups be more successful, but also might entice them to take the class as part of their academic preparation.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The dean over the speech classes is responsible for helping these faculty identify training and other resources that will help them improve the learning outcomes for these students who are not succeeding at the same rates as other students in their speech classes.</p>

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length.**

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Admissions, Registration, Records, and Information
<p>Program Summary Please provide a brief summary of the function of the program.</p>	<p>The Admissions and Records department is still a vital part of the student experience at Danville Area Community College as we continue to evolve with our services, programs, technology, and the community we serve. Overall, the services we provide now encompass Admissions, Registration, Records/Registrar, and Information. Danville Area Community College continues to be a Leader College in the Achieving the Dream network, so the college continues to make student success our number one priority.</p> <p>The Admissions/Registration, Records, and Information offices follow a departmental mission that centers on access, student persistence, communication, functionality, and integrity. Access: Access to records and information in formats desired by customers (students and faculty); Student Persistence: Providing resources to students to start them on a successful path and assist them in staying on track to reach their educational goals; Communication: Communicating laws, policies, services, and procedures to students, faculty, and all customers; Functionality: Improving processes and service flow based on student need and resources available; Integrity: Improving departmental accountability to all stakeholders.</p>

Prior Review Update

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

Since the last review period, the Admissions/Registration, Records, and Information offices have implemented, continued, or improved the following processes.

Continued Coordination of Dual Credit: DACC’s dual credit program consists of three general areas: traditional dual enrollment, College Express, and Middle College. Traditional dual enrollment consists of area high school students completing college-level courses either on the DACC campus, online through DACC, or in the area high schools under the instruction of a high school instructor who meets ICCB/HLC requirements to teach a course for DACC. Through a partnership between DACC and VVEDS (Vermilion Vocational Education Delivery System), College Express allows area high school students to earn college credit in various CTE (career and technical education) fields under the same guidelines as our traditional dual enrollment program. Started in 2013, Middle College is a program for area junior and senior high school students who are at risk of dropping out. These students complete credit recovery courses as well as college-credit courses that they can use toward both high school and college credit.

Over the last three years, the College’s dual credit programs have expanded in both student count and the total number of credit hours students are completing in these programs. From FY15 to FY17, the total number of credit hours completed in these programs expanded from 5,299 to 7,306 hours. The Admission Office continues to register these students and provide the first line of communication with high schools counselors and parents concerning dual credit needs.

Continued Registration, Records, and General Maintenance of the Education Offerings at Danville Correctional Center: While we continue to serve the prisoners at the Danville Correctional Center, we have had a decrease in offerings at this site due to the state budget impasse. At the end of the Fall 2015 semester, the career programs at the Danville Correctional Center were suspended. The College continues to offer transfer courses through the prison, but this has led to a drastic change in credit hours from this site (6,705 total credit hours in FY15 to 1939 total credit hours in FY 17.)

Continued Mandatory Orientation Offerings for Incoming Students: The Admissions and Information offices continue to coordinate and record mandatory orientations for our incoming students. The College offers four options for students to complete orientation: an on-campus New Student Orientation (NSO), an Online Student Orientation (OSO), a Freshman Student Orientation (FSO) for our high school students, and a Non-Degree Seeking Student Orientation (NDO) for students who are only interested in taking a course or two at DACC. Orientation became mandatory in 2012 as a part of our student success agenda, and since then, we have had 6,438 students complete an orientation with an average of 1,250 students a year.

Continued Maintenance and Reporting of Accurate Data to Outside

Entities: Accurate reporting to ICCB and other third-party governing entities is vital to our reputation and funding as a community college. The Admissions, Records, and Information offices work very closely with the Institutional Effectiveness and Administrative Data Systems offices to ensure we are accurately reporting everything we should.

Implementation of an Electronic Transcript Request System: In January 2015, in an effort to remain up-to-date with growing technology, the Records office partnered with National Student Clearinghouse to offer students the option to order transcripts electronically. This has been immensely popular with our students and has yielded very few issues. As of May 2017, students have ordered over 3,500 transcripts through the National Student Clearinghouse site.

Implementation of an Automated Degree Audit System: As part of our departmental mission of “providing resources to students to start them on a successful path and assist them in staying on track to reach their education goals,” the Director of Admissions and Records worked with other department heads across campus starting in October 2014 to implement the use of an automated degree audit system that has better assisted students in tracking the progression and completion of their chosen program of study. All active programs from catalog years 2014 - 2018 have been entered into the degree audit system. When degree audit was first implemented, all current students were sent communication concerning the new system via e-mail, and new students are learning about degree audit during orientation. Degree audit has also been instrumental in the implementation of Student Planner, a part of our new Ellucian Student Self Service portal that was introduced to students for the Summer/Fall 2017 registration period.

Recently, the college established goals for 1% increases each year in student retention, persistence and graduation. Of these three performance measures, graduation is the most publicly available and frequently compared to determine the performance of a college. To keep a focus on the college’s graduation rate, our President recommended that new first time fall students be tracked each semester to see if their progress is at least that of previous student cohorts. This effort has been titled Operation Graduation. Degree audit is integral in this effort, because after this cohort has completed the Fall of their second year, personnel in the Admissions and Records offices run degree audit, check student progress, and begin to contact students. Letters are sent to continuing students to remind them of their progress and what still needs to be completed for their credential, to transfers students to encourage them to reverse transfer any credits they have earned that can be used for their credential, and students no longer enrolled (who have not

	<p>transferred) to encourage them to come back to DACC and finish the courses needed for their credential.</p> <p>This is similar to a project started last year entitled “How Close Are You?” which followed a similar process but focused on all students who had achieved 45 or more credit hours within the past year but had not earned a credential. This program showed significant success in both graduating students through missed graduations and reverse transfer as well as recruiting students back to DACC to complete their degree or certificate.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<p>Restructuring of our Records Processes Due to Employee Lay-Off: Due to the state budget impasse, our office lost one of our Records Specialists in May 2016. This lay off caused our office to reassign this person’s job duties to other people in our offices and on campus. The Director of Admissions and Records worked with the Deans and Deans’ secretaries to move faculty class list and grade verification reminders under departmental tasks and reassigned all other duties within the Admissions, Records, and Information offices.</p> <p>Delay in Timely Midterm Verification by Instructors: During our ICCB 5-year recognition visit, one area that our auditors commented on was the need to review our current process to ensure timely verification by instructors concerning midterm class rosters. While this continues to be an issue, the Records office has worked to improve this process in several ways. Since Summer 2016, the Dean’s office assistants have taken over communicating verification reminders to the faculty in their divisions which has reduced the number of late (paper) verification rosters that need to be signed. The Colleague Core team at DACC is also reviewing changes to the online portal, due to the transition of Ellucian from Web Advisor to Student Self Service, and will work hard to create a one-step verification process online where currently the process is a two-step process. This leads to instructors reviewing their class rosters, dropping or withdrawing students who are not actively pursuing but missing the actual verification process itself. The College hopes to remedy this issue when we move from Web Advisor to Student Self Service in the next year or two. Until then, everyone involved in the verification process will continue to work hard to communicate the importance of timely verification and accurate reporting.</p>

<p>What are the program's strengths?</p>	<p>With the College's shift from student access to student success through our involvement in the Achieving the Dream initiative, several policies and procedures in the Admissions, Records, and Information offices have been altered to help reduce obstacles to student success. One improvement that continues to strengthen our offices' policies and procedures includes the continued review of said policies and procedures to determine possible student success barriers and make changes when possible to eliminate these obstacles. This is done every year when the offices create the upcoming year's departmental plan as it feeds into the overall Strategic Planning Matrix of the college. The Director of Admissions and Records also holds monthly staff meetings for the Admissions, Records, and Information staff to communicate any upcoming events or policy/procedural changes and discuss any issues that may relate to any of the offices. The Dean of Student Services also holds an annual meeting with all front-line Student Services staff to make sure these vital offices are all communicating the same message to students.</p>
<p>Rationale Detail all major findings resulting from the current review.</p>	<p>During the last departmental assessment review, a college process occurring each spring, the Admissions, Records, and Information offices used the following information when determining the goals of the department in the upcoming year.</p> <ol style="list-style-type: none"> 1. 2016 Community College Survey of Student Engagement (CCSSE) results showed that 19% of students said they did not receive an orientation. 2. "How Close Are You?" and Operation Graduation review showed a number of students who had earned the credits they needed to graduate but had not yet earned their credential. 3. During the Fall 2016 residency review, 15 students were found who moved in district and could have proven residency to receive in-district tuition but did not complete the residency process with our office. 4. The College's FY 15 and FY16 external audits returned a finding stating our failure to correct enrollment reporting errors through National Student Clearinghouse (NSC) and the National Student Loan Data System (NSLDS) within 10 days of receiving the errors.

Intended Action Steps

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

Based on the above findings, the Admissions, Records, and Information offices have made or are planning to make the following changes.

1. In Fall 2016, the Director of Admissions and Records worked with the Institutional Effectiveness office to determine if any students enrolled during the last three years did not receive an orientation but still registered for classes. The students who were enrolled in classes but never completed a formal orientation were students in our dual credit programs. These students are sent information concerning their class schedule and bill, as well as some general information they need to know about campus as a dual credit student, but the information sent to them is not labeled as "orientation." The Admissions office reviewed the information sent to the dual credit students and made changes to mirror the non-degree seeking student orientation, including a welcome letter explicitly stating that this information will count as the student's orientation until they come to DACC after graduation. The Admissions office is also going to communicate this information with the high school counselors during the annual High School Articulation Meeting to make sure they can help students should they have any questions.
2. Starting with FY18, the Records office will review the current graduation process and look for ways to improve the process to increase the total number of degrees and certificates awarded. The Director of Admissions and Records will set up meetings with academic advisors to remind them to encourage students to fill out the Intent to Graduate form when they register for their last semester to capture eligible students while they are still on campus, e-mail faculty the Intent to Graduate information to encourage students in their classrooms to fill it out, and run degree audit reports each semester to capture students who may be close to graduating and communicate with them the importance of staying on track and filling out the Intent to Graduate form.
3. To increase awareness of the residency policy, starting in the Fall 2016 semester, the Admissions Office has started sending eligible students information concerning residency and their need to prove it before the start of the semester. While all students are told about residency during the mandatory orientation, this has helped target those students who could prove residency and get them the information to take care of this. The Admissions Office will continue with this communication, and the department will review the current residency policy to determine if other changes should be made to help students with this process.
4. In August 2015, our external financial audit came back with a finding saying, "The college did not update student enrollment statuses correctly or timely to NSLDS." This was due to an error in reporting between NSC and NSLDS that we were not aware of on our end. We worked with NSC to get monthly error reports and

	<p>correct those within 10 days, so we thought the issue was resolved. During our August 2016 external financial audit, this finding was cited again, because we were not receiving the correct error report. Our Information Specialist has since worked extensively with both NSC and NSLDS to ensure we are getting the correct error report and getting any errors corrected within the 10-day time frame. As of November 2016, we received an error-free report. We will continue to monitor this closely to ensure we are receiving the correct errors and getting them corrected in a timely manner.</p>
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Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Recruitment
<p>Program Summary Please provide a brief summary of the function of the program.</p>	<ul style="list-style-type: none"> - Coordinate college-wide recruitment activities; develop specific objectives/goals for each market segment, communicate plan, train staff if necessary, and report on recruitment goals and objectives. - Communicate with prospective students, parents, and community members through appointments, telephone, e-mail, tours, and various materials. - Assist with the development of enrollment marketing materials: letters, brochures, website postings, electronic mail, social media, and other mediums. - Present information about the benefits of the college at various, off-site locations and on campus. - Maintain and grow relationships with area schools and after school programs. - Manage information requests via the DACC web page. - Develop effective recruitment pathways with local social service agencies and employers.
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<ul style="list-style-type: none"> - We are now bringing all area high school seniors to campus for a Discover DACC Days (DDD) event. In the past, the advisors and recruiter visited every high school to register the seniors. Now, each high school is treated to their own day where the students are provided with campus tours, presentations on programs, services, financial aid/scholarships, special CTE presentations, and programs/services for special populations. - New Recruiter hired has Financial Aid and Veterans' services knowledge/experience. - Reactivated our campus-wide Enrollment Management Team to capture the energy and talent of various campus stakeholders. - Utilizing various technologies and social media platforms to connect with students/perspective students. - Utilizing data reports and analyses from Institutional Effectiveness department. Data provided is broken down by demographics (gender, age, ethnicity, economic status, major, etc.) to increase recruitment efforts in areas where our demographics do not match (or exceed) college district demographics. - Focusing on high impact employers and community agencies. Developing specialized programs based on their workforce characteristics and needs.

	<ul style="list-style-type: none"> - Various faculty, student services admin, and front-line personnel completed the Aha! Process's <i>Investigations into Economic Class</i> training to better understand under-resourced and first-generation college students. Training gave staff the knowledge to communicate more effectively with under-resourced students/families and to provide them with more appropriate tools for college success. - Increased calling campaigns to various groups of students: 1) students with completed financial aid files, but have not enrolled yet; 2) current students who have not registered for upcoming term; and 3) first time, full-time student cohorts. - College Relations department has increased the use of targeted, social media campaigns, allowing for data on who received info and who clicked thru). All print materials have been reassessed and revised per findings. - Building on Corporate Education's work with local employers to provide comprehensive services for potential and current employees. - Completed one-on-one trainings with lead instructors to fully understand their academic programs, employment outlook, etc. - Hoopston Higher Education Center established in north end of college district. The center provides one-stop services, including recruitment.
<p>What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> - Need for updated recruitment plan - Lack of financial resources - Time (due to work with Student Veterans) - Would like more recruitment support from faculty
<p>What are the program's strengths?</p>	<ul style="list-style-type: none"> - Recruiter's knowledge of campus, community and financial aid (knowing all students require some type of financial assistance) - Relationships with area high school counselors and community agencies - Integration with other student service offices; a good synergy exists - Work with the College's College Express program (CTE dual credit program); Manufacturing Day; Health Career Day; local Veteran's Administration; and Danville and Vermilion County Housing Authorities - Use of data provided by Institutional Effectiveness department - Knowledge gained from being an Achieving the Dream institution - Marketing campaigns are utilizing social media to revised print campaigns to effectively target potential student populations.
<p>Rationale Detail all major findings resulting from the current review.</p>	<ul style="list-style-type: none"> - Since we switched to the Discover DACC Days format with local high school seniors, we have fewer drops by 10th day with freshman students. This improves enrollment management by freeing up seats for serious students. Students are also better prepared for the first semester of college with the program/services tailored to their individual needs. - Number of recent high school graduates enrolling at DACC remains in the 35-40% of total high school graduates. - Calling campaigns proved to be very successful with direct enrollments and financial aid assistance provided to many.

	<ul style="list-style-type: none"> - Use of data from Institutional Effectiveness department allows recruiter to focus recruitment efforts on needed areas. - Working hand in hand with retention/student engagement efforts.
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> - Improve relationship with top 10 local employers. <ul style="list-style-type: none"> • Began contacting employers in Summer 2017; will continue throughout FY18. • Review progress made in Summer 2018. - Based on current data, establish recruitment goals by demographic: <ul style="list-style-type: none"> • Fall 2017 – work with Institutional Effectiveness and Enrollment Management Team to establish baseline and enrollment goals. • Review recruitment numbers and enrollment numbers at the end of every fiscal year (starting in June 2018) and analyze progress toward goals. - Establish an Enrollment Management Plan: <ul style="list-style-type: none"> • Develop a plan in FY18 with the Enrollment Management Team. • Share plan with all college stakeholders. • Analyze progress at the end of every fiscal year thereafter (starting in FY19).