

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>	2018
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
Culinary Arts	CERT	30	12.0503	Basic Culinary Arts Certificate (12 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?		Students completing the Culinary Arts Certificate program will be able to: <ul style="list-style-type: none"> - Demonstrate knowledge and practice of sanitation rules and procedures - Identify a variety of professional kitchen tools and equipment. - Demonstrate the basic principles of cooking. - Understand proper techniques and applications, being able to compile ingredients to prepare different food types. - Prepare a variety of stocks and recognize and classify sauces. - Perform basic computer functions. - Develop positive interpersonal abilities to create a team environment in the workplace. 		
To what extent are these objectives being achieved?		Students are required to pass the ServSafe Food Manager Sanitation Certification Exam to complete the certificate program.(Objective 1) Course level assessments indicate students are achieving Objectives 2-5. Objectives 6 and 7 are aligned with the College’s general education outcomes Technology and Communication. Each year the College assesses one general education outcome at the institutional and program level. In FY18 Culinary Arts assessed Objective 7, which aligns with Communication, in the CULA 465 Catering Fundamentals class. Several changes were made to the class based on the results of the assessment.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor improvements was reported when the program was reviewed in 2012-2013.		

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.).	There are no pre-requisites for this program.
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>Students must complete 10 of the 13 courses listed below, each of which is 3 credit hours for the 30 credit hour certificate.</p> <p>CULA 405 Food Sanitation & Safety CULA 410 Culinary Essentials CULA 415 Methods & Principles CULA 420 Bakeshop I CULA 425 Bakeshop II CULA 430 Salads, Sandwiches & Hors d'oeuvres CULA 435 Stocks, Sauces & Soups CULA 440 Meats, Poultry, Fish & Eggs CULA 445 Vegetables & Starches CULA 450 Nutrition & Menu Planning CULA 455 Serving the Customer CULA 460 Farm to Fork CULA 465 Catering Fundamentals</p> <p>Students must complete CULA 410, CULA 415, CULA 420 and CULA 425 for the Basic Certificate in Culinary Arts.</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	<p>The Culinary Arts Certificate is 30 credit hours. The Basic Certificate in Culinary Arts is 12 credit hours.</p>
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Employment projections for the base year 2014 through 2024 indicate that the overall number of jobs in the culinary field in Vermilion County, the five state region, and the state of Illinois will increase by about 10%. There will be a substantial number of openings due to replacement.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	An increasing area of demand is in senior living. As the population ages, more and more seniors are moving into retirement communities. Retirement communities offer "restaurant style" dining as well as dining in your apartment.

1.3 What is the district and/or regional need?	The population in the College district is “older” than the regional or state average. There is an average of one new retirement community built per year in this area. One member of the Culinary Arts Advisory Committee, who went through the Culinary Arts program himself, was hired as the chef for one such facility and then was put in charge of a second facility. He says more are coming and he would like to partner with the College and provide internship opportunities for the Culinary Arts students.
1.4 How are students recruited for this program?	Culinary Arts is included in all of the things the College does to recruit students into CTE. Students throughout the district schools visit campus on a regular basis and are exposed to many of the career paths available. The College hosts “Data, Desserts and Decisions” every year and invites parents and students to learn about career paths. The Marketing department at the College uses social media to get the word out about the program. The local WIA shares information with its clients. The absolute best recruitment however is the program itself – catering many, many events – showcasing what it has to offer.
1.5 Where are students recruited from?	Students are recruited primarily from local schools and the one-stop.
1.6 Did the review of program need result in actions or modifications? Please explain.	There is a need to educate the larger community about how the Culinary Arts program can help to meet a need in the community to care for our increasingly elderly population. There is a need to recruit more students into the program.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The primary cost for the program is faculty, of course. In FY2016 two full-time faculty were paid a total of \$154,618. The student-faculty ratio indicated there was no need for two full-time instructors, so when one full-time faculty member retired, two part-time faculty were hired.

2.2 How do costs compare to other programs on campus?	In 2015-16 the college did a cost analysis for each program. At that time the Culinary Arts program was more expensive than many CTE programs, such as Accounting and Electronics, but it was significantly less expensive than other programs, such as Automotive and Manufacturing. In that 2015-16 analysis the program was -\$78,000 for the year. Most of that deficit has since been eliminated as a result of moving from two full-time instructors to one full-time and two part-time instructors. In addition, the Culinary Arts program generates income that was not reflected on the original cost analysis and is not reflected in its working budget. The Program caters many events. The items purchased to cater the events are charged to the program. The money received for catering the event is credited to the College's General Education Fund. In FY 2018, for example, the Culinary Arts program generated over \$22,000 from its catering activities, none of which is credited to its budget.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for the Culinary Arts program out of its operating budget. Some equipment has been purchased using Perkins grant dollars.
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.	The college could and would pay for any equipment needed for the Culinary Arts program out of the money generated from the Technology Bond if Perkins dollars were not available. There would be no negative impact on the program if there were no outside funding source.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	It would be beneficial to conduct a cost analysis for all CTE programs again to see if steps taken since the last analysis resulted in the desired outcome(s).
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The program is valued very highly by the entire campus and the larger community. The program caters a high percentage of events held on campus, including advisory committee meetings, board functions, honors programs, employee recognition dinners, community theater performances, and a host of student functions. These events provide the students in the program with real-world experience and serve as a marketing tool for the program itself.
3.2 What are the identified or potential weaknesses of the program?	The dual enrollment classes are always full to capacity, with two sections in the morning and two sections in the afternoon. The traditional college classes are usually small, with just six to eight students per class. While the small numbers make it possible for the instructor to give students one-on-one attention, the program would be more profitable if class sizes were a little larger, perhaps ten to twelve.

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>The Culinary Arts classes are taught in the traditional format only. They are usually offered late afternoon and evening because many of the students in the program work full-time.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>The four classes that make up the Basic Certificate (12 credit hours) are part of the larger 30 credit hour certificate. The Culinary Arts certificate has been articulated with some four-year institutions that have hospitality programs. Students completing the Associate in General Studies can count all of their Culinary Arts credits towards that degree. That degree has been articulated with some four-year institutions.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>A course that has been added to the program since it was last reviewed is CULA 460 Farm to Fork. The Farm to Fork class was added when the College received access to some land to convert into a Sustainability Lab. Faculty and programs from across campus are involved in the Farm, including Agriculture, Art, Biology, Botany, Chemistry, Culinary, and Horticulture, to name a few. Culinary students learn how to grow produce and then prepare that produce for consumption. They even learn how to can. The produce from the Farm is integrated into any events being catered at that time and is shared with students at the College who have need.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Juniors and seniors from around the College district come to campus for what we call College Express, which has been at the College for well over a decade. Students from Danville High School and in the Middle College program at DACC come from 8:30 to 10:00 Monday through Friday. Students from the county schools come from 12:30 to 2:00 Monday through Friday. Four courses are offered over a two year period. In Culinary the four courses are: CULA 410, CULA 415, CULA 420 and CULA 425. All schools in the county participate in College Express. There are not students from every school every year in Culinary Arts, but over the five year period under review students from every school have been represented in this program.</p>

<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Students in every Culinary Arts class have opportunities to participate in catering events on campus, no matter what class they are in. The students in the College Express sections assist with the preparation and serving of food at advisory committee meetings, various other functions held during the day, and the annual College Express exhibit, which is held every spring. All of the College Express programs set up displays in the Bremer Center, and one of the most popular “displays” is always the Culinary Arts table, where they serve a variety of tasty treats to the students in other College Express programs as well as family members, faculty and staff. Students in CULA 465 Catering Fundamentals learn all aspects of the catering business, not just food preparation and serving but ordering, accounting, marketing, etc. (At the most recent advisory committee meeting some local employers offered to provide internships at their facilities. We are developing an internship class for that purpose.)</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>No accreditation is required. The kitchen must adhere to all industry standards, of course.</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>Students must pass the ServSafe Food Manager Sanitation Certification Exam in order to complete the 30 credit hour certificate program.</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>Eastern Illinois University, Western Illinois University and Southern Illinois University Carbondale all accept the Culinary courses as general electives. Also, other schools that have a culinary or hospitality program have accepted the courses. Currently the college has a 2 + 2 Agreement with Eastern Illinois University articulating some of the Culinary courses into the Dietetics degree program.</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>A new partnership is with the chef at a senior living establishment who is himself a graduate of our program. He credits his certificate in Culinary Arts with getting him the management position he has now. He has encouraged us to offer the AAS. He travels the state and follows national trends and has made a strong case for preparing not just health care for our aging population but also nutritional care. The Culinary Arts program can play a role in this.</p>

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>The faculty to student ratio for the sections that traditional college students enroll in are very low, with one full-time faculty member to 6-8 students. The ratio for the sections offered to high school students as part of College Express is higher but still quite low with the average class size being 11-13 students to one faculty member.</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 Culinary Arts courses are taught in a state of the art commercial kitchen. Every year new features are added. This fiscal year an outside grill was added, a freezer was replaced with a newer, larger freezer, and a convection oven, a carving station and catering size chafing dishes were purchased, just to name a few items. Faculty asked for a commercial meat slicer and a walk-in cooler in the FY2019 budget request. These requests were approved.</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 Culinary Arts Program has identified seven 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. In FY2018 Culinary Arts faculty used the general education communications rubric with the students in CULA 415 Catering Fundamentals to assess the Culinary Arts program outcome: To develop positive interpersonal abilities to create a team environment in the workplace. Based on the results of the assessment several changes were made in the class. Students interviewed the customers and helped the customers set menu and service requirements. A function board was started where every event was placed on the board with all the details so students could refer to it. Students were more confident about their work because when referring to the function board they could see that certain foods could work for two customers and how to plan for the week.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Anecdotally the College knows that students who complete the Culinary Arts program are satisfied with what they have learned and accomplished. The College does not have hard data to support this, however. Collecting satisfaction information from graduates has always been a challenge. About three years ago, in order to generate more responses, the College started surveying all CTE (and transfer) graduates, instead of 20% of the CTE which was required by ICCB. The response rate is typically 25-30%. Unfortunately less than five graduates from the Culinary Arts program have responded in the last three years.</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>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers review the curriculum at each advisory meeting and are consulted before making any changes. At this year's advisory committee meeting the group voiced strong support for the College to offer an AAS in Culinary Arts. The dean had mapped out the degree requirements based on a suggestion made at the advisory meeting the year before. The committee approved that draft and the dean took it to the College's Academic Affairs committee for approval. Next steps are to submit the proper paperwork to ICCB.
3.21 How often does the program advisory committee meet?	The Culinary Arts Advisory Committee meets once each year in the spring.
3.22 How satisfied are employers in the preparation of the program's graduates?	A large number of local employers sit on the Culinary Arts Advisory Committee. At the meetings employers express high satisfaction with the program.
3.23 How is employer satisfaction information collected?	The Culinary Arts Advisory Committee is one of the most engaged of all advisory committees on campus. The meetings are well attended, and the employers are very vocal about their needs and their concerns. The program staff take their suggestions very seriously. A year ago committee members were concerned that employees just didn't show up for work. Program staff requested a time clock and this past year required students to punch in and out before and after class to better simulate the work environment. Faculty reported that this did have a positive impact on students getting to class on time. The hope is this will translate into better attendance at work. Regardless, the employers at this year's advisory appreciated the effort to address a concern they voiced at the advisory the year before.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review did not result in any actions or modifications this year but there are plans to develop new marketing strategies to bring more students into the program, plans to articulate an AAS in Culinary Arts degree with other institutions, to find better ways to measure employee satisfaction with the program and to gather more student satisfaction information from the students in the program.

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>	Culinary Arts				
<i>CIP CODE</i>	12.0503				
	<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>	13	19	9	8	8

<i>NUMBER OF COMPLETERS</i>	11	6	6	4	NA
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The overarching goal of the Culinary Arts Program is to prepare students to enter the workforce. The best way to do this is for students to complete the program. The Number of Students Enrolled under each year is the number of students in the cohort for that year, not necessarily the total number of students enrolled in classes that year. The data suggest students are completing the program at a good percentage, with the highest being 85% of the 2013 cohort, followed by 32% in the 2014 cohort, 67% in the 2015 cohort, and 50% in the 2016 cohort. The final numbers are not yet in for the 2017 cohort. It takes students about three years to finish the program because most of the students are part-time.				
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socio-economic status, disability status, and age.				
Were there gaps in the data? Please explain.	The male to female ratio was about equal in the program, with males predominating slightly at 52% compared to 48% for females. The majority (52%) were white, 38% were black, and 5% each were other or unknown. Students from lower-socioeconomic backgrounds predominated at 76% compared to 24% for students from higher socioeconomic backgrounds. 100% indicated they did not have a disability. The largest number of students were over 25 years of age (57%) compared to 19% for students under 20 and 24% for students 20-25. We do not know if students represented by the various classifications completed the courses and the program at the same rates or not because course success data and program completion data were not disaggregated in any way.				
What is the college doing to overcome any identifiable gaps?	The college must disaggregate the data in regards to course completion and program completion, not just enrollment in order to determine if there are gaps in these areas.				
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 compared to 48% female and 52% male in the Culinary Arts program. The total DACC degree or certificate student population is 71% white non-Hispanic while just 52% of the students in Culinary Arts are white non-Hispanic. Black non-Hispanic students make up 16% of the total DACC degree or certificate population whereas they make up 38% of the students in the Culinary Arts program. Hispanic students make up 4% of the total population but it is unclear what percentage of the 5% Other or Unknown were Hispanic. Students from lower socio-economic backgrounds may be more likely to enroll in Culinary Arts with 47% of the total student people being Pell-eligible but 76% of the students in Culinary Arts being Pell-eligible.				

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in the Culinary Arts program are representative of the district population in terms of race in that a higher percentage are white, but the gap is much less in the program. While 79% of the county is white, only 52% of the program participants are white. While only 13% of the county is black, 38% of the program participants are black. In terms of gender, the county is 50% female and 50% male while students in the program are 48% female and 52% 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 Culinary Arts program has grown dramatically in its scope since inception less than a decade ago. The curriculum is sound, the instruction is excellent, the resources are secure, and the need and the opportunities for students are growing. Assessment of the program is ongoing and improvements are routinely made as a result of assessment. The college has a solid plan for going forward, as indicated in the next section.</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>There is a need to prepare more workers to fill positions that provide nutritional care to our increasingly elderly population. The college needs to make individuals aware of this career opportunity in the Culinary Arts and to recruit more students into the program.</p> <p><i>Beginning fall 2018 the dean will work with the college Marketing department to create brochures and to market the program via various methods of social media to reach a wider audience. The dean will also work with the faculty and the College Express staff to ensure that high school Culinary Arts students and their parents understand the career opportunities in the field.</i></p> <p>Advisory Committee members strongly advocated offering an AAS in Culinary Arts, both to help fill the need for more professionals and also to add the next stackable credential. This is a good time to do this with so many Art Institute schools closing due to accreditation issues. Many of these housed culinary programs.</p> <p><i>The dean is moving forward with implementing an AAS in Culinary Arts. The curriculum has been finalized and the dean will submit the necessary paperwork to have the AAS approved by the end of fall 2018. Once the AAS is approved the necessary changes will be made to the College Catalog and the dean will work with the Marketing Department to promote the new degree making effective use of social media and other platforms.</i></p>

	<p>The college has not conducted a cost-analysis for all of its CTE Programs for several years.</p> <p><i>Beginning fall 2018 the dean will ask the Executive Director of Institutional Effectiveness to conduct a cost-analysis again so the college can see what impact a variety of changes have made, or not made, since the last analysis.</i></p> <p>The college must find a better way to measure employee and student satisfaction of the program.</p> <p><i>Beginning fall 2018 the dean will work with the Executive Director of Institutional Effectiveness and the faculty in the Culinary Arts program to identify ways to get satisfaction information from employers and students, particularly graduates. The goal will be to have better data when the Advisory Committee meets in late spring semester.</i></p> <p>The college needs to disaggregate the data for more than who is enrolled in the program. This is particularly true because the percentage of students who are in the program in terms of race and socioeconomic status is higher than for the college population and the district population.</p> <p><i>Beginning fall 2018 the dean will work with the Executive Director of Institutional Effectiveness to disaggregate the data in regards to course completion, retention and persistence, and completion. The goal will be to have disaggregated data to share with the Advisory Committee at its meeting in late spring and then to use that data to inform the program.</i></p>
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
Construction Occupations	Cert	31	15.1001	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Students will effectively use their communications skills in oral, written, visual and graphic modes within interpersonal, team, and group environments. • Students will use the knowledge of applied technical specialties such as blueprint reading, carpentry, plumbing, electrical, and painting; and will apply analytical techniques and problem solving skills necessary for a career within the construction industry. • Students will use the experience from projects, labs, classroom lectures, and demonstrations and will apply the technical knowledge attained in areas such as blueprint reading, carpentry, plumbing, electrical, and painting. 		
To what extent are these objectives being achieved?		Not being achieved		
Past Program Review Action What action was reported last time the program was reviewed?		This program has operated two out of the last five years, due to staffing and budget issues. At the close of FY2018 there was no contract with DOC to offer the program.		
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.).		None		

<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>CONS 150 Intro to Construction Occupations CONS 152 Blueprint Reading CONS 154 Basic Masonry CONS 156 Basic Carpentry I CONS 158 Basic Carpentry II CONS 160 Basic Plumbing CONS 162 Basic Residential Wiring CONS 164 Basic Painting & Finishing</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Average annual growth is flat</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>Has not changed</p>
<p>1.3 What is the district and/or regional need?</p>	<p>This program is really a State program. Project no growth</p>
<p>1.4 How are students recruited for this program?</p>	<p>N/A These students are in Dept. of Corrections</p>
<p>1.5 Where are students recruited from?</p>	<p>Director has a sign-up sheet. There is always demand.</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>No</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<p>Instructor salaries, fringe benefits, and supplies—through DOC contract.</p>
<p>2.2 How do costs compare to other programs on campus?</p>	<p>About the same</p>
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>DOC Contract</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.	No. If there is no DOC contract the program does not run. Has been shut down since December 2016.
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?	Steady enrollment
3.2 What are the identified or potential weaknesses of the program?	It's a prison program—most students complete it and remain in prison.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Lecture/Lab
3.4 How does this program fit into a career pathway?	Does not fit into a career pathway
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	No
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).	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?	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?	None
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	17 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?	None
3.16 What is the status of the current technology and equipment used for this program?	As current as the DOC contract allows
3.17 What assessment methods are used to ensure student success?	Course and program assessments
3.18 How satisfied are students with their preparation for employment?	Average
3.19 How is student satisfaction information collected?	Course evaluation of instructor
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Due to being a corrections program there is no involvement
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A

3.24 Did the review of program quality result in any actions or modifications? Please explain.	No
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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>	Construction Occupations				
<i>CIP CODE</i>	15.1001				
	<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>	0	0	18	7	0
<i>NUMBER OF COMPLETERS</i>	0	0	18	7	0
<i>OTHER (PLEASE IDENTIFY)</i>					

How does the data support the program goals? Elaborate.	Yes
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What disaggregated data was reviewed?	No
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Were there gaps in the data? Please explain.	No gaps
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What is the college doing to overcome any identifiable gaps?	None to overcome
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Are the students served in this program representative of the total student population? Please explain.	No—this is a corrections population
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Are the students served in this program representative of the district population? Please explain.	No—corrections population
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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)
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<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Continue program if Department of Corrections authorizes the grant August 1, 2018</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>Begin program August 1, 2018. First step would be to interview and hire an instructor. Begin class offerings by November 2018.</p>

Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
Manufacturing Engineering Technology/CAD Option	Degree	61	15.1302	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Students will effectively use their communication skills in oral, written, visual and graphic modes within interpersonal, team and group environments. • Students will use the knowledge of applied technical specialties, such as engineering materials and mechanics, and will successfully apply analytical techniques and problem-solving skills necessary for a career within the manufacturing industry. • Students will use the experience from projects, labs, classroom lectures, and demonstrations, and will apply the technical knowledge attained in areas such as applied mechanics, manufacturing processes and materials, tooling, automation, and production operations. 		
To what extent are these objectives being achieved?		Objectives are 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 scores for ENGL 121 Placement scores for 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>MATT 133 Technical Math I DRAF 160 Machining Graphics DRAF 166 Intro to AutoCAD MFRG 160 Machining I ENGL 101 Rhetoric OR ENGL 121 Communication Skills DRAF 266 Applied AutoCAD MFRG 168 CNC Setup & Operations CBUS 150 Business Computer Systems MFRG 161 Machining II ENGL 122 Technical Communication DRAF 162 Technology in Advanced Manufacturing DRAF 276 Advanced AutoCAD Applications MFRG 169 Intro to CNC Programming INFO 245 Employment Seminar Humanities Elective MFRG 100 Industrial Safety MFRG 280 CAD/CAM MFRG 162 Machining III Social Science Elective Technical Elective</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>61 credits is necessary to provide entry level skills for a manufacturing technician.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Students in this program are qualified to do CAD—or machine operators. CAD—jobs 1% growth. Operators—25% growth</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. There is an expectation of increase due to retirements.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>District need is high</p>
<p>1.4 How are students recruited for this program?</p>	<p>High school visits, tours of industries, recruitment in businesses, tours of campus facilities.</p>
<p>1.5 Where are students recruited from?</p>	<p>District #507 Indiana border counties to district #507</p>
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>No</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>

2.1 What are the costs associated with this program?	Instructor salaries, benefits, equipment, and supplies
2.2 How do costs compare to other programs on campus?	This CTE program is a high cost program due to expensive equipment needed to stay up-to-date with manufacturing technology.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General funds, Perkins funds, technology bonds, and grants from local businesses.
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?	State of the art equipment and software. Highly qualified faculty.
3.2 What are the identified or potential weaknesses of the program?	Enrollment is low and does not meet community needs.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional Lecture/Lab
3.4 How does this program fit into a career pathway?	Graduates have multiple opportunities as machine operators, CAD techs, CNC programmers, and maintenance techs.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Upgrades to our CNC equipment with expectations of becoming a CNC Haas Training Center.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes—our College Express Industrial Technology and NIMS track earns high school students dual credit.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Our NIMS students come to class two days a week and work in industry two days a week.

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).	NIMS certificates available MSSC Certification OSHA 10 or 30
3.9 Are industry-recognized credentials offered? If so, please list.	Yes. NIMS, OSHA 30, MSSC Certification
3.10 Is this an apprenticeship program? If so, please elaborate.	Yes the Thyssen Krupp two year program
3.11 If applicable, please list the licensure examination pass rate.	NIMS—99% OSHA 30—100% MSSC Certification—95%
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
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Instructors have attended NIMS Professional Development, PLTW training, and OSHA 30 training.
3.16 What is the status of the current technology and equipment used for this program?	Modern equipment that is representative of what is currently being used in industry.
3.17 What assessment methods are used to ensure student success?	Semester by semester course evaluations and annual program reviews.
3.18 How satisfied are students with their preparation for employment?	Very
3.19 How is student satisfaction information collected?	Faculty class evaluations and graduate follow-up surveys

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council meetings
3.21 How often does the program advisory committee meet?	Annual
3.22 How satisfied are employers in the preparation of the program's graduates?	Very. They hire all of our graduates.
3.23 How is employer satisfaction information collected?	Advisory council meetings and industry visits as well as SOE (internship) evaluations.
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>	Manufacturing Engineering Technology/CAD Option				
<i>CIP CODE</i>	15.1302				
	<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>	39	32	26	23	21
<i>NUMBER OF COMPLETERS</i>	19	13	6	7	8
<i>OTHER (STILL ENROLLED)</i>	12	10	14	9	10
How does the data support the program goals? Elaborate.	Program averages about a 70% completion rate over the past five years. Goals are met				
What disaggregated data was reviewed?	Enrollment was gathered for white male, female, and Hispanic				
Were there gaps in the data? Please explain.	Very low enrollment of females and minorities				

What is the college doing to overcome any identifiable gaps?	Implement college wide programs to attract these minorities—use of Perkins funds for recruitment efforts
Are the students served in this program representative of the total student population? Please explain.	Yes
Are the students served in this program representative of the district population? Please explain.	Yes
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 checked="" type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	College will continue to support this program with equipment purchases and faculty training.
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 minorities and purchase equipment

Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
Fire Science	AAS	60	43.0203	Fire Science Tech Specialist
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?		The Fire Science program at Danville Area Community College prepares students for employment as firefighters, fire officers, fire technician specialists, fire company officers, hazardous materials operations officers, and roadway rescue specialists with county, municipal, state and federal fire departments. It also trains students for employment as officers for park districts, national forests, and conservation districts. Students in the fire science program are also prepared to work in a variety of occupational safety jobs, such as safety officers with companies that handle hazardous materials.		
To what extent are these objectives being achieved?		Students successfully completing Fire Science courses are eligible to sit for the appropriate state tests.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor improvements		
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.).		There are no pre-requisites for this program.		

<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>FIRE 100 Techniques of Fire Fighting Module A FIRE 101 Techniques of Fire Fighting Module B FIRE 102 Techniques of Fire Fighting Module C FIRE 110 Fire Prevention Principles I/Fire Service Laws FIRE 120 Tactics & Strategy I FIRE 130 EMT Basic FIRE 140 Fire Management I FIRE 142 Fire Management II FIRE 151 Fire Apparatus Engineer FIRE 160 Hazardous Materials Awareness FIRE 161 Hazardous Materials Operations FIRE 170 Fire Instructor I FIRE 180 Technical Rescue Awareness FIRE 195 Fire Science Practicum</p> <p>ENGL 121 Communication Skills <i>or</i> ENGL 101 Rhetoric I CBUS 150 Business Computer Systems INST 101 Success in College MATT 104 Business Math PSYC 100 Psychology <i>or</i> SOCY 100 Sociology <i>or</i> POLI 150 American Government SPAN 100 Spanish for Public Safety SPCH 101 Oral Communication <i>or</i> SPCH 102 Public Speaking</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Fire Science Tech Specialist Certificate Program is 35 credit hours. Of these credit hours, 29 are Fire Science courses (FIRE 100, 101, 102, 110, 120, 140, 142, 160, 161, 170, and 180). These are the minimum courses deemed necessary for a person to be competently trained as a firefighter. The other 6 credit hours are in English (ENGL 101 or 121) and Math.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>The occupational demand for the program is low in the college district and the four county area surrounding the college district. The biggest demand is to train personnel for the majority of the area's fire departments, which are almost exclusively volunteer.</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>The demand has held steady over the last five years with most job openings being due to replacements rather than growth. This is expected to continue over the next five years.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>The district/region anticipates 14 positions due to replacements in the next five years.</p>

1.4 How are students recruited for this program?	In the past, recent high school graduates were recruited during Discover DACC days, the students and their parents were informed about the program at the annual Data, Desserts and Decisions event hosted by DACC's Career Services, and volunteer fire fighters were informed about the program and the availability of financial aid for students. Veterans were informed about the program and the possibility of getting prior learning credit based on military experience.
1.5 Where are students recruited from?	Students have been recruited from area high schools, the local job center, local volunteer fire departments, and the Veterans Affairs office.
1.6 Did the review of program need result in actions or modifications? Please explain.	There is little occupational need for fire fighters specifically, but there is need for persons with some fire training in other industries than fire departments. The program needs to be revised significantly to prepare persons for service in fire departments but more importantly to prepare them for a broader career pathway.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	This has been an historically low cost program. The courses have always been taught by part-time instructors who are full-time fire fighters. Student tuition covered the cost of the instruction. No special equipment or facilities were required because on the partnerships the college has with local fire departments.
2.2 How do costs compare to other programs on campus?	The costs associated with this program have been very low compared to other programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college paid for this program out of its general operating funds. Occasionally a small piece of equipment was purchased with Perkins 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.	The program has always been funded by the college.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Because this is a low cost program, the college should look at all possible ways to continue to offer a program of this nature to students, particularly a program that is broader in scope than just firefighting.
INDICATOR 3: QUALITY	RESPONSE

<p>3.1 What are the program's strengths?</p>	<p>Upon successful completion of the appropriate course or courses, students are eligible to take the state examinations in a given area. Students' names are submitted to the Illinois Office of the State Fire Marshall verifying they are eligible to take the state exam in that specific area. The instructor must attest that all course objectives have been taught, that all cognitive and practical skills successfully accomplished, and that records exist and are available for review by the Division of Personnel Standards and Education for each course. Successful completion of a course is determined by following the Illinois Administrative Code, Section 140, Part 140.16. Instructors for all Fire Science courses must meet the instructor prerequisites for each course as determined by the Illinois Office of the State Fire Marshall.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The biggest weakness of the program is its narrow focus. As it is structured it appeals to a small number of individuals only, partly because it is so specific (fire fighting) and there are few local employment opportunities in this career field.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?</p>	<p>The delivery methods have followed the traditional format – face-to-face lectures with practicals being conducted at local fire stations.</p>
<p>3.4 How does this program fit into a career pathway?</p>	<p>The classes that make up the Fire Science Tech Specialist Certificate are part of the AAS in Fire Science. The AAS has been articulated with Eastern Illinois University and Western Illinois University and with Greenville University.</p>
<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<p>No innovations have been made to date. The dean has been looking at other programs in the public service/safety field to see what changes could be made to this program to make it more viable in today's economy but still help fill local volunteer needs.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>A decade ago FIRE classes were offered as part of DACC's College Express program. This practice was discontinued because the classes did not lend themselves to being taught five days a week for an hour and a half each day. It was almost impossible to do the practicals associated with them because the students could not be transported to a local fire department and complete the practicals in the time allotted. Students could still take the classes offered in the evenings for dual credit, and several did.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<p>Students in the program are required to be serving with a fire department, either paid or volunteer. They receive 4 credit hours for their service, which is documented by the local fire chiefs.</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>No</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 program is currently articulated with Eastern Illinois University, Western Illinois University, and Greenville 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>All three of the universities with which the program is articulated have suggested alternatives to the program as it currently exists. In addition OSF Healthcare has initiated conversations about offering a Paramedic certificate or degree that would potentially be more marketable.</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>The faculty to student ratio has always been excellent, ranging from 1 faculty member to 6-16 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>

3.16 What is the status of the current technology and equipment used for this program?	Through partnerships with the City of Danville Fire Department and volunteer fire departments throughout the district, the college has had access to training facilities with the latest in fire equipment and technology.
3.17 What assessment methods are used to ensure student success?	Upon successful completion of the appropriate course or courses, students are eligible to take the state examinations in a given area. Students' names are submitted to the Illinois Office of the State Fire Marshall verifying they are eligible to take the state exam in that specific area. The instructor must attest that all course objectives have been taught, that all cognitive and practical skills successfully accomplished, and that records exist and are available for review by the Division of Personnel Standards and Education for each course. Successful completion of a course is determined by following the Illinois Administrative Code, Section 140, Part 140.16. (Instructors for all Fire Science courses must meet the instructor prerequisites for each course as determined by the Illinois Office of the State Fire Marshall.) Unfortunately the college does not have access to the names of students who actually sit for the tests or how they score, which would be the best way to assess how successful the students are.
3.18 How satisfied are students with their preparation for employment?	Based on student comments, they have always been highly satisfied with what they learned in the classroom and their preparation for employment. A major reason they were satisfied was because the instructor, were all career professionals and brought that experience to the classroom. They knew what they were talking about. They could teach it because they lived it.
3.19 How is student satisfaction information collected?	Because of the small numbers in the Fire Science program, the information was collected by talking with the students, individually and in groups.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Fire Science Advisory Committee is made up of representatives from the Danville Fire Department, fire chiefs from the local volunteer departments, the head of the Illiana Fire District, and faculty teaching the Fire Science courses.
3.21 How often does the program advisory committee meet?	The advisory committee meets annually in the spring. This year's meeting has been delayed due to personal concerns for several key players on the committee.
3.22 How satisfied are employers in the preparation of the program's graduates?	The local fire chiefs have been satisfied with the training their volunteer fire fighters receive. They appreciate the systematic way it is offered and that each course is designed to meet the state requirements.
3.23 How is employer satisfaction information collected?	Because there are so few local fire departments and several of the chiefs serve on the Advisory Committee, "employer" satisfaction was collected at the annual meetings.

<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>As noted in previous sections, it is clear this program must be modified to be broader to appeal to a wider audience and fulfill a wider need in the community and region. While basic firefighting techniques are useful in many arenas, there are other opportunities in the public service/safety areas to pursue. These could include some but not all of the courses currently offered in the Fire Science curriculum.</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>	Fire Science AAS				
<i>CIP CODE</i>	43.0203				
	<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>	6	16	10	4	0
<i>NUMBER OF COMPLETERS</i>	6	11	5	4	4
<i>OTHER (PLEASE IDENTIFY)</i>					

<p>How does the data support the program goals? Elaborate.</p>	<p>Students starting the program generally completed it, some with the Fire Science Tech Specialist Certificate but the majority with the AAS. The completers in year 5, when there were no students enrolled in Fire Science classes, specifically were students who had completed all of the FIRE specific courses and were now completing their general education requirements for the degree.</p>
<p>What disaggregated data was reviewed?</p>	<p>The data was disaggregated by gender, race, socio-economic status, age, and disability status.</p>
<p>Were there gaps in the data? Please explain.</p>	<p>The individuals in the program were overwhelmingly white, male, under the age of 20, with no disabilities. The only split was in terms of socio-economic status. Slightly over half (53%) were not eligible for PELL, while just under half (47%) were eligible for PELL.</p>
<p>What is the college doing to overcome any identifiable gaps?</p>	<p>The largest identifiable gap is that there has been virtually no diversity within the student body in this degree since its inception. Expanding the program, broadening it to address a wider range of occupational opportunities, is clearly needed.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The students served in this program are not representative of the total student population. The total DACC degree or certificate student population is 63% female and 37% male compared to 94% male and 6% female in Fire Science. The total DACC degree or certificate student population is 71% white non-Hispanic while 82% in Fire Science are white non-Hispanic. Black non-Hispanic students make up 16% of the total DACC degree or certificate population</p>

	<p>whereas they make up just 6% in the Fire Science Program. Hispanic students make up 4% of the total population but it is unclear what percentage of the 12% Unknown in Fire Science might be Hispanic. Students from lower socio-economic backgrounds are <i>not</i> more likely to enroll in Fire Science than students who are not from lower socio-economic backgrounds, with 47% of the total student people and 47% of the students in the Fire Science Program 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 program are not representative of the district population in terms of race. While 79% of the county is white, 82% of the program participants were white. While 13% of the county is black, only 6% of the program participants were black. In terms of gender, the county is 50% female and 50% male while students in the program are 94% male and just 6% female.</p>
<p>REVIEW RESULTS</p>	
<p>Action</p>	<p> <input type="checkbox"/> Continued with Minor Improvements <input checked="" 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 Fire Science Program has an extremely narrow focus. It appeals to a small number of individuals, and it prepares individuals for a small number of employment opportunities. Some of the courses in the program are useful in a variety of settings, not just fire departments. Other courses are specific to moving up in a career within a fire department. The program needs to be re-visioned to better prepare individuals for employment opportunities in public safety but also in other arenas such as industry safety.</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>	<ol style="list-style-type: none"> 1. The dean will continue conversations with representatives from Eastern Illinois University, Western Illinois University, and Greenville University and with advisory committee members to develop a public safety curriculum that is more reflective of the occupational needs of the community, region, and state. The goal will be to have a curriculum ready for approval by spring 2019 for implementation fall 2019. 2. The dean will continue conversations with OSF Healthcare and if warranted develop a paramedic curriculum. The goal will be to have the curriculum approved and classes start spring 2019. 3. The dean will work with the Fire Service Institute at the University of Illinois to identify ways to collaborate with them to provide fire science courses to DACC students. The goal will be to have a plan in place by spring 2019. 3. The dean will work with the Institutional Effectiveness Office to identify students in the Fire Science program who have not completed the degree or certificate. The dean will then work with those students to determine what they need to complete the program and how that can be accomplished. This process has

	already begun and will continue through fall 2018 and spring 2019. The goal will be to have a plan in place for every non-completer who wants one by the end of spring 2019.
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Career & Technical Education

COLLEGE NAME: Danville Area Community College

FISCAL YEAR IN REVIEW: 2018

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>
Diagnostic Medical Sonography	Cert	45	51.0910	none

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives
What are the overarching objectives/goals of the program?

To provide both educational and employment opportunities to the individuals of this community, so that they may:

- Communicate effectively in the medical environment.
- Engage in problem solving and critical thinking.
- Students will demonstrate professionalism (social awareness)
- Perform competently in clinical practice.
- Participate in activities that promote professional and personal growth.
- To provide the community’s health care facilities, including hospitals, professional clinics and private physician’s offices with qualified ultrasonographers.

To what extent are these objectives being achieved?

Communication skills are broken down into verbal and written skills that are measured through:
Measurement Tool / Goal: Avg. Score 2013-2017
 -Written Skills Case Study ≥ 90%.....96.0%
 -Oral Communication Skills
 Case Study ≥ 90%..... 94.0%

Critical Thinking skills are measured through students’ performance in clinical education and by answering correctly to a complex question in SONO 102.
Measurement Tool / Goal: Avg. Score 2013-2017
 Clinical Education Prof.
 Evals. Scoring a 2.5 out of 3..... 2.5

Professionalism is measured with the development of a professional development plan and their performance during clinical that is measured through their professionalism evaluation.
Measurement Tool / Goal: Avg. Score 2013-2017
 Prof. Dev. Plan ≥ 90% 96.0%
 Professionalism Eval. ≥ 85%..... 90.0%
 Clinical Competency Form ≥ 90%..... 99.0%

	<p>Competency in Clinical is measured through analyzing images for quality and demonstrate the ability to perform sono procedures.</p> <p>Measurement Tool / Goal: Avg. Score 2013-2017</p> <p>-Sono Final Exam ≥ 85%</p> <p> Implemented last 3 years..... 87.0%</p> <p>-Scanning lab practical exam form ≥ 85%..... 93.4%</p> <p>Students will be able to demonstrate personal growth.</p> <p>-Students and faculty attend RSNA convention in Chicago every November.</p> <p>-Students will develop a personal professional development plan.</p> <p>Program Effectiveness is measured by: Results:</p> <p>-90% of students will complete the program..... 70.0%</p> <p>-90% of Graduates are satisfied with the program..... 83.0%</p> <p>-Employers will report satisfaction with the graduates 2.7 on a scale of 3.0..... 2.9%</p> <p>-90% will be employed within 12 months..... 93.0%</p> <p>-90% will pass certification exam..... 83.0%</p> <p>-Students at the completion of the program will report satisfaction with the program with a minimum of 2.7 out of 3.0..... 2.86</p> <p>-Clinical Instructors will report satisfaction with the program with a minimum of 2.7 out of 3..... 3.0</p>
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<p>Past Program Review Action</p> <p>What action was reported last time the program was reviewed?</p>	Continued with minor improvements.
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CTE PROGRAM REVIEW ANALYSIS

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

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>Admission criteria includes:</p> <ul style="list-style-type: none"> • Degree or certificate and licensed/registered in Radiologic Sciences • Nursing degree (RN) and license • Other health progressions degrees • Any Bachelor’s degree or higher • Observation session, if not a Rad Tech graduate • Transcripts • Residency
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<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>SONO 101 Abdominal & Small Parts Sonography SONO 102 OB/GYN Sonography SONO 104 Sonography Physics & Instrumentation</p> <p>SONO 107 Clinical Education I SONO 103 Cardiovascular Sonography</p> <p>SONO 108 Clinical Education II SONO 106 Special Topics in Sonography</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>After completion of the program, students are able to become certified with the national organization ARDMS or ARRT depending on their background. Certification distinguishes a student as an expert in their field and demonstrates they have extensive knowledge and skills needed to provide the best care possible for their patients. The DMS program follows a rigorous didactic and clinical component that are necessary to sit for their exams. Without following these guidelines our students would not be able to qualify for certification.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>The Bureau of Labor Statistics predicts employment growth of about 23% between 2016 and 2026. With a large aging population in need of imaging to diagnose and treat medical conditions should keep demand strong for Sonographers. US News ranks Diagnostic Medical Sonographer as #2 in best health care support jobs and 26th in the 100 best jobs. https://money.usnews.com/careers/best-jobs/diagnostic-medical-sonographer</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>According to the Bureau of Labor Statistics "Employment of Diagnostic Medical Sonographers is projected to grow 23% from 2016 to 2026 with 21,000 jobs being added to the current 122,000, much faster than the average for all occupations". The technology is advancing with the introduction of contrast agents into the U.S. and the ability of ultrasound systems to sync imaging with CT scan.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>According to data collected from IDES for Vermilion, Champaign, Ford and Iroquois counties (ILWA 17 and LWA 18) the ten year projection (2014-2024) for growth is 32.97%.</p>
<p>1.4 How are students recruited for this program?</p>	<ul style="list-style-type: none"> • Program director and faculty discuss advancement options with current 2nd year Rad Tech Students. • Program director and faculty travel to surrounding Rad Tech schools presenting a 30 minute presentation about Sonography and Echo answering any questions they may have. • Faculty participated in our first Health Professions Day. • Sonography instructor created new image used for marketing. • Marketing materials purchased. • Social media • Participated with "Family Science night" • Emails and flyers sent out to surrounding 4-year universities.

<p>1.5 Where are students recruited from?</p>	<ul style="list-style-type: none"> • DACC’s Rad Tech program • Surrounding Rad Tech programs (Parkland, Lincoln Lank, and IVY Tech). • Local hospitals, students doing internships for exercise physiology and kinesiology • Local Universities
<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>Yes, the Sono program was below benchmark on three items.</p> <ul style="list-style-type: none"> • Our benchmark of 90% for student completion is higher than recommended for our lower enrollment program. However, we did see an increase of 20% for 2017. We will lower the benchmark to 80% to match other imaging programs. We struggle keeping our students that already have a Bachelor’s degree due to lack of financial aid. • Typically our students are very satisfied with our Sonography program. Last year we implemented our surveys to be completed through survey monkey. We noticed that the two questions addressing satisfaction graduates were allowed to skip. One question was answered 100% satisfied, the other they responded with a N/A. Will edit for next year’s survey to ensure quality data. • Pass rates continue to fluctuate, however, in 2017 our pass rate was much higher. We are incorporating more review and harder mock registry exams to help better prepare the students.
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<ul style="list-style-type: none"> • Faculty salary and benefits • Equipment maintenance • Travel / Mileage • Professional Development • Supplies & books • Marketing
<p>2.2 How do costs compare to other programs on campus?</p>	<ul style="list-style-type: none"> • Students pay double the tuition compared to other programs. • According to an internal cost analysis, the program is at a slight loss of 25% for 2016-2017 due to unusual low enrollment.
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>General 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>N/A</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Increased marketing to ensure high enrollment.</p>

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	<ul style="list-style-type: none"> • Dedicated faculty who is registered and licensed in their field. • Wonderful, small campus that offers a lot of hands-on experience with up-to-date equipment. • Variety of clinical sites throughout mid-Illinois with an option of changing sites to ensure a well-rounded experience with an exposure to all sonography exams. • Small class sizes. • Early hands-on scanning labs to increase success at clinicals. • Extended spring and summer semester due to number of clinical hours needed. • Students are able to sit for their ARDMS exam (physics) prior to graduation. • Use of simulation equipment to prepare students before working with patients.
3.2 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> • Lack of specific exams at clinical sites. • Not a large concentration of hospitals in Vermilion County. • The need for one more Sono machine that is a dual platform for Echo and Sono. Currently there is one good machine for each imaging modality that needs to be shared amongst the students. This limited scan time can be detrimental to the student's scanning abilities.
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 • On-line/hybrid
3.4 How does this program fit into a career pathway?	<ul style="list-style-type: none"> • The DMS graduates can choose from a variety of work settings across an array of healthcare environments. Career options include hospitals, clinics, travel agencies, obstetrics specialties, and independent imaging centers. • Graduates have the potential to further their education with specialized certifications in OB, Abdomen, or Breast. • Graduates also have the potential to further their education and obtain a Bachelor's degree or higher. • Career opportunities also exist in administration, education, sales, marketing, as well as applications training for technologists.
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 implementation of online learning modules from www.simtics.com, SonoSim technology used in classroom lab, and the Abdomen phantom for practice imaging pathology.
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?	<ul style="list-style-type: none"> Students are required to do clinical rotations that prepare them for the work-force and potentially makes them viable candidates for employment. Many of our students are hired by the facility where they complete their clinicals.
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).	<ul style="list-style-type: none"> Currently the DMS program does not have a separate accreditation. We are considered accredited with the college's accreditation status with The Higher Learning Commission. We are investigating separate voluntarily accreditation through CAAHEP for the DMS and Echo programs.
3.9 Are industry-recognized credentials offered? If so, please list.	<ul style="list-style-type: none"> Students are allowed to sit for the ARDMS SPI (Sonography Principals & Instrumentation) exam after completion of our physics class SONO 104. After completion of the program, completed competencies, and passing their SPI exam, students will be able to take a specialty examination in abdomen, breast, OB/GYN, or pediatric sonography. With successful completion of second specialty exam students will be able to use the credentials RDMS after their name. Those students that are a certified Radiologic Technologist have the option to sit for the ARRT sonography exam.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Five year average: 57% Abdomen, 62% OB/GYN, 83% SPI
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>We have articulation agreements for clinical rotations with all of our clinical sites.</p> <p>We offer cooperative agreements with local community colleges (Lincoln Land and Parkland) that do not offer the Sonography program so that students are able to attend at a lower cost.</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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The ratio is 1:10 at full capacity for the program. However, we have not had full cohorts, on the average it is about 1:7.

<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>	<ul style="list-style-type: none"> • The college holds in-service training for full and part-time faculty several times a year. • The imaging faculty and students are able to attend the national conference RSNA which is held in Chicago every November. • Educators have the opportunity to attend national conferences or educational seminars for review and ways to improve growth and development. Faculty attended an Edelman conference in 2015. • There is financial resources in the budget for professional development. • Faculty are encouraged to apply for Endowed Chair awards. Sonography instructor was awarded this in 2014. She was able to bring in experts in the field of fetal medicine. • Software, equipment, books, and review cards are all examples of latest purchases that enhanced our new faculty professional development.
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<ul style="list-style-type: none"> • DMS scanning equipment is in good working order. It is starting to get a little outdated compared to clinical sites. We have two machines the; ATL 5000 and 2007 Toshiba Xario. • A performance maintenance was just performed on the Toshiba in Spring of 2018. • We offer Scrotum, OB, Transvaginal, and Abdomen scanning phantoms. • Simtics online learning modules and SonoSim scanning simulation laptop
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment methods are used to evaluate classes, program, and the general education outcomes of the college. Program assessments include surveys for students and clinical instructors. We assess completion of program rates, pass rates of their national exam, satisfaction with the program, and how prepared the student is for the workforce. These assessment results are posted on our website.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Very satisfied according to their graduate survey responses.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Survey sent through mail and survey monkey (2017). The college also surveys the student each semester by course.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<ul style="list-style-type: none"> • Employer survey. • Advisory board meeting. • Clinical instructor surveys. • Work-based learning opportunities (clinical rotations).
<p>3.21 How often does the program advisory committee meet?</p>	<p>In the past, advisory board meetings have been held about every two to three years. The goal will be to meet annually.</p>

3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied according to our employer surveys.
3.23 How is employer satisfaction information collected?	If a student gave us permission then a survey was sent through survey monkey for 2017. Prior to that it was a written survey sent through the mail.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<ul style="list-style-type: none"> • Changed program handbook. • Increased recruiting • Increased the depth of the program goals.

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>	Diagnostic Medical Sonography				
<i>CIP CODE</i>	51.0910				
	<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>	10	9	7	7	8
<i>NUMBER OF COMPLETERS</i>	9	8	8	7	4
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data reflects a steady enrollment and stable completion rate to ensure successful placement into the work force.				
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 and minority 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?	Increased recruiting efforts, implementing healthcare professions day which focused on different professions and minority involvement				
Are the students served in this program representative of the total student population? Please explain.	Yes, except of 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. We are very excited about implementing the necessary changes needed for growth and success.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> • There will be continued efforts in recruiting at every opportunity. • We would like to see an increase of males and minorities throughout healthcare. They are definitely underrepresented in the field. • Marketing and promotion will emphasize the need for minorities in the field. This can be accomplished with marketing items/pictures of our current minority students. • Increase our pass rate of their certification exam. The numbers continue to increase each year and the instructor has implemented harder final exams, group review sessions and encouraging students to take the test as soon as they have completed their Physics class. • An advisory board meeting will be held to gather information from outside the college and to collaborate necessary changes to better serve the community. • The time frame for these will be continual.

Career & Technical Education

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018

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
Echocardiography	Cert	46	51.0910	none

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives

What are the overarching objectives/goals of the program?

To provide both educational and employment opportunities to the individuals of this community, so that they may:

- Communicate effectively in the medical environment.
- Engage in problem solving and critical thinking.
- Students will demonstrate professionalism (social awareness)
- Perform competently in clinical practice.
- Participate in activities that promote professional and personal growth.
- To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified ultrasonographers.

To what extent are these objectives being achieved?

Communication skills are broken down into verbal and written skills that are measured through:

Measurement Tool / Goal: **Avg. Score 2013-2017**
 -Written Skills Case Study ≥ 90%.....94.0%
 -Oral Communication Skills
 Case Study ≥ 90%..... 92.9%

Critical Thinking skills are measured through students' performance in clinical education and by answering correctly to a complex question in ECHO 103 & SONO 104.

Measurement Tool / Goal: **Avg. Score 2013-2017**
 -Clinical Education Prof.
 Evals. Scoring a 2.5 out of 3..... 2.75
 -Students will correctly deduce
 the answer to a question on
 Pericardial effusion ≥ 75% 90%

Professionalism is measured with the development of a professional development plan and their performance during clinical that is measured through their professionalism evaluation.

Measurement Tool / Goal: Avg. Score 2013-2017

- Prof. Dev. Plan ≥ 90% 96.0%
- Professionalism Eval. ≥ 85%..... 90.0%
- Professionalism Eval, question 15
students will receive minimum 2.7
(2013-2014)..... 2.85
- Clinical Competency Form ≥ 90%
(2015-2017).....100 %

Competency in Clinical is measured through analyzing images for quality and demonstrate the ability to perform echo procedures.

Measurement Tool / Goal: Avg. Score 2013-2017

- Sono 104 Chapt. 8
Questions 11,12,14,15
(2016,2017) ≥ 75% 74.0%
- Clinical Competency Form
(2013,2014) ≥ 90%..... 100%
- Scanning lab practical
exam form (2015-,2017) ≥ 85%..... 92.0%

Students will be able to demonstrate personal growth.

- Students and faculty attend RSNA convention in Chicago every November.
- Students will develop a personal professional development plan.

Program Effectiveness is measured by: Results:

- 90% of students will complete the program..... 80.6%
- 90% of Graduates are satisfied with
the program..... 83.4%
- Employers will report satisfaction with
the graduates 2.7 on a scale of 3.0..... 2.92%
- 90% will be employed within 12 months..... 82.6%
- 90% will pass certification exam..... 70.0%
- Students at the completion of the program
will report satisfaction with the program
with a minimum of 2.7 out of 3.0..... 2.63
- Clinical Instructors will report satisfaction
with the program with a minimum of 2.7 out
of 3..... 3.0

<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>Admission criteria includes:</p> <ul style="list-style-type: none"> • Degree or certificate and licensed/registered in Radiologic Sciences • Nursing degree (RN) and license • Other health progressions degrees • Any Bachelor’s degree or higher • Observation session, if not a Rad Tech graduate • Transcripts • Residency
<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>ECHO 101 Cardiovascular Physiology ECHO 102 Echocardiography Procedures SONO 104 Sonography Physics & Instrumentation ECHO 106 Electrocardiography</p> <p>ECHO 103 Clinical Education I ECHO 107 Echocardiographic Procedures II</p> <p>ECHO 104 Clinical Education II ECHO 105 Special Topics in Echocardiography</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>After completion of the program, students are eligible to take the SPI (Sonography Principles and Instrumentation) and Adult Echo Exam to earn the credentials RDCS from the American Registry of Diagnostic Medical Sonographers. They are considered certified in their field once both tests have been passed. Certification distinguishes a student as an expert in their field and demonstrates they have extensive knowledge and skills needed to provide the best care possible for their patients. The Echo program follows a rigorous didactic and clinical component that are necessary to sit for their exams. Without following these guidelines our students would not qualify for certification.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>

<p>1.1 How strong is the occupational demand for the program?</p>	<p>The Bureau of Labor Statistics predicts employment growth about 23% between 2016 and 2026. A large aging population in need of imaging to diagnose and treat medical conditions should keep demand strong for Sonographers. US News ranks Diagnostic Medical Sonographer as #2 in best health care support jobs and 26th in the 100 best jobs. https://money.usnews.com/careers/best-jobs/diagnostic-medical-sonographer</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>According to the Bureau of Labor Statistics "Employment of Diagnostic Medical Sonographers is projected to grow 23% from 2016 to 2026, much faster than the average for all occupations". The number of jobs in 2016 was 122,300.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>According to data collected from IDES for Vermilion, Champaign, Ford and Iroquois counties (ILWA 17 and LWA 18) the ten year projection (2014-2024) for growth is 32.97%</p>
<p>1.4 How are students recruited for this program?</p>	<ul style="list-style-type: none"> • Program director and faculty discuss advancement options with current 2nd year Rad Tech Students. • Program director and faculty travel to surrounding Rad Tech schools presenting a 30 minute presentation about Sonography and Echo answering any questions they may have. • Faculty participated in our first Health Professions Day. • Sonography instructor created new image used for marketing. • Marketing materials purchased. • Social media • Participated with "Family Science night" • Emails and flyers sent out to surrounding 4-year universities.
<p>1.5 Where are students recruited from?</p>	<ul style="list-style-type: none"> • DACC's Rad Tech program • Surrounding Rad Tech programs (Parkland, Lincoln Lank, and IVY Tech) • Local hospitals, students doing internships for exercise physiology and kinesiology • Local Universities

<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<p>Yes, the Echo program was below on benchmark on six items. There was a new faculty change about mid-way through this review and we are already seeing an increase in goals.</p> <ul style="list-style-type: none"> • The measurement tool for Sono 104 Chapter 8 questions has already seen a dramatic increase to 85%. The instructor will emphasize more in lecture to hopefully see an increase with these questions. • Our benchmark of 90% for student completion is higher than recommended. However, we did see an increase to 100% for 2017. We will lower the benchmark to 80% to match other imaging programs. We struggle keeping our students that already have a Bachelor's degree due to lack of financial aid. • We are seeing an increase of student satisfaction with the program with our new faculty member. Last year's survey revealed a 100% satisfaction. • In 2017 our graduates' survey demonstrated a 100% employment. The average results were 82.6% but it continues to increase each year. • The national average for pass rate for their SPI test was 78% and adult echo was 74%. The instructor has increased the averages tremendously. We have been encouraging students to take their certification exam as soon as their physics class is completed so it's fresh in their mind. However, we can't force them to complete exams. • Student satisfaction with the program continue to increase each year with this new faculty member. 2017 students scored it at 2.75.
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<ul style="list-style-type: none"> • Faculty salary and benefits • Equipment maintenance • Purchase of an EKG machine • Travel / Mileage • Professional Development • Books & supplies • Marketing
<p>2.2 How do costs compare to other programs on campus?</p>	<ul style="list-style-type: none"> • Students pay double the tuition compared to other programs. • According to an internal cost analysis, the program is at a slight loss of 25% for 2016-2017 due to unusual low enrollment.
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>General Funds</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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Increased marketing to ensure high enrollment.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	<ul style="list-style-type: none"> • Dedicated faculty who are registered and licensed in their field. • Wonderful, small campus that offers a lot of hands-on experience with equipment. • Variety of clinical sites throughout mid-Illinois with an option of changing sites to ensure a well-rounded experience with an exposure to all sonography exams. • Small class sizes. • Early hands-on scanning labs to increase success at clinicals. • Extended spring and summer semester due to number of clinical hours needed. • Students are able to sit for their ARDMS SPI (Physics) exam prior to graduation.
3.2 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> • Lack of specific exams at clinical sites. • The need for an additional machine that is a dual platform for Echo and Sono is significant. Currently there is one good machine for each imaging modality that needs to be shared amongst the students. This limited scan time can be detrimental to the student's scanning abilities.
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 • On-line/hybrid
3.4 How does this program fit into a career pathway?	<ul style="list-style-type: none"> • The Echo graduates can choose from a variety of work settings across an array of healthcare environments. Career options include hospitals, clinics, travel agencies, and independent imaging centers. • Graduates have the potential to further their education with specialized certifications in vascular, pediatric and fetal echo. • Graduates also have the potential to further their education and obtain a Bachelor's degree or higher. • Career opportunities also exist in administration, education, sales, marketing, as well as applications training for technologists.

<p>3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?</p>	<ul style="list-style-type: none"> • Implementation of the American Society of Echocardiography's (ASE) Test and Teach software. The software provides an opportunity to familiarize the students with preliminary report writing and appropriate measurement techniques. The ultimate goal of the Test and Teach software is to reduce the variability in the field of echocardiography in terms of measurements and interpretation.
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Nothing in place at this time.</p>
<p>3.7 What work-based learning opportunities are available and integrated into the curriculum?</p>	<ul style="list-style-type: none"> • Students are required to do clinical rotations that prepare them for the work-force and potentially makes them viable candidates for employment. Many of our students are hired by the facility where they complete their clinicals.
<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>	<ul style="list-style-type: none"> • Currently the Echo program does not have a separate accreditation. We are considered accredited with the college's accreditation status with The Higher Learning Commission. • We are investigating separate voluntarily accreditation for the DMS and Echo programs.
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>Students are allowed to sit for the ARDMS SPI (Sonography Principals & Instrumentation) exam after completion of our physics class SONO 104. After completion of the program, completed competencies, and passing their SPI exam, students will be able to take a specialty examination in Adult Echo. With successful completion of the specialty exam, students will be able to use the credentials RDCS (Registered Diagnostic Cardiac Sonographer) after their name. Students may choose to take one test from the CCI that includes physics and adult echo together. Once they have passed they earn the credentials RCS (Registered Cardiac Sonographer).</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>Five year average of 65% Adult Echo, 79% SPI</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have articulation agreements for clinical rotations with all of our clinical sites. We offer cooperative agreements with local community colleges (Lincoln Land and Parkland) that do not offer the Echocardiography program so that students are able to attend at a lower cost.</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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The ratio 1:10 at full capacity. However, we have not had full cohorts which makes the average ratio at 1:7. The Echo instructor is responsible for teaching Physics for both the Echo and Sono cohorts. This ratio potentially could be 1:20 for that one class. Average is 1:14.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	<ul style="list-style-type: none"> • The college holds in-service training for full and part-time faculty several times a year. • The imaging faculty and students are able to attend the national conference RSNA which is held in Chicago every November. • Educators have the opportunity to attend national conferences or educational seminars for review and ways to improve growth and development. Faculty attended an Edelman conference in 2015. • There is financial resources in the budget for professional development. • Faculty are encouraged to apply for Endowed Chair awards. Echo instructor was awarded this in 2017. She was able to attend a Fundamental to Advanced Echocardiography conference at Cleveland Clinic. • Software, equipment, books, review cards are all examples of latest purchases that enhanced our new faculty professional development.
3.16 What is the status of the current technology and equipment used for this program?	<ul style="list-style-type: none"> • We have a GE Vivid E9 which was purchased in 2012. It is in good working condition.
3.17 What assessment methods are used to ensure student success?	Assessment methods are used to evaluate classes, program, and the general education outcomes of the college. Program assessments include surveys for students, clinical instructors and employer. We assess completion of program rates, pass rates of their national exam, satisfaction with the program, and how prepared the student is for the workforce.
3.18 How satisfied are students with their preparation for employment?	Very satisfied according to their graduate surveys.
3.19 How is student satisfaction information collected?	Survey sent through mail and survey monkey (2017). The college also surveys the student each semester by course.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<ul style="list-style-type: none"> • Employer survey. • Advisory board meeting. • Clinical instructor surveys. • Work-based learning opportunities (clinical rotations).
3.21 How often does the program advisory committee meet?	In the past, advisory board meetings have been held about every two to three years. The goal will be to meet annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied according to the employer survey.
3.23 How is employer satisfaction information collected?	If a student gave us permission then a survey was sent through survey monkey for 2017 prior to that it was a written survey sent through the mail.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<ul style="list-style-type: none"> • Changed program handbook. • Increased recruiting • Increased the depth of the program goals.

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>	Echocardiography				
<i>CIP CODE</i>	51.0910				
	<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>	10	7	7	8	4
<i>NUMBER OF COMPLETERS</i>	8	5	8	6	5
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data reflects a steady enrollment and stable completion rate to ensure successful placement into the work force.				
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 and minority are not represented well in the program but they are also under represented in the field.				

<p>What is the college doing to overcome any identifiable gaps?</p>	<p>Increased recruiting efforts, implementing healthcare professions day which focused on different professions and minority involvement. Applying for grants and referring students to our foundation for possible scholarships.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, except of enrollees trending as female, which is typical across the profession.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, except for enrollees trending as female, which is typical across the profession.</p>
<p>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>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. We are very excited about implementing the necessary changes needed for growth and success.</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>	<ul style="list-style-type: none"> • There will be continued efforts in recruiting at every opportunity. • Instructor will continue to emphasize specific content during lectures to increase our benchmark for critical thinking. (Fall 2018) • Additional counseling will be employed In order to increase our student retention with those already possessing a Bachelor’s degree. The program faculty will make sure they are aware of the financial aid issues prior to applying to the program. We will also lower the benchmark to 80%. • It is believed that the student satisfaction of the program will continue to increase with the current instructor. She always has positive evaluations and students respect her. • SPI certification pass rate goal, we will continue to encourage students to complete directly after passing their Physics class. Instructor has implemented many changes including a stronger, more rigorous review. • We would like to see an increase of males and minorities throughout healthcare. They are definitely underrepresented in the field. • Marketing and promotion will emphasize the need for minorities in the field. This can be accomplished with marketing items/pictures of our current minority students.

	<ul style="list-style-type: none">• An advisory board meeting will be held to gather information from outside the college and to collaborate necessary changes to better serve the community.• Increase our pass rate of their certification exam. The numbers continue to increase each year and the instructor has implemented harder final exams, group review sessions and encouraging students to take the test as soon as they have completed their Physics class.• The time frame for these will be continual.
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Career & Technical Education

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018

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>
Radiologic Technology	Degree	71	51.0911	none

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

<p>Program Objectives What are the overarching objectives/goals of the program?</p>	<p>To provide both educational and employment opportunities to the individuals of this community, so that they may:</p> <ul style="list-style-type: none"> ○ Communicate effectively. ○ Engage in critical thinking ○ Students will demonstrate professionalism ○ Perform competently in clinical practice ○ Demonstrate professional growth <p>To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified radiographers.</p>
<p>To what extent are these objectives being achieved?</p>	<p>Communication skills are broken down into verbal and written skills that are measured through: Measurement Tool / Goal: Avg. Score 2013-2017 -Digital Imaging Project ≥ 90%..... 96.2% -Patient Care Written project ≥ 85%..... 87.4% -Professionalism Evals..... 2.79 out of 3.0 -Case Study ≥ 90%..... 92.4%</p> <p>Critical Thinking skills are measured through students performing non-routine procedures and answering correct complex questions in Physics II tests. Measurement Tool / Goal: Avg. Score 2013-2017 Non-routine procedures ≥ 85%..... 95.2% Physics II Questions 75% 47%</p> <p>Professionalism is measured with the development of a professional development plan and their performance during clinical that is measured through their professionalism evaluation. Measurement Tool / Goal: Avg. Score 2013-2017 Prof. Dev. Plan ≥ 90% 99.4% Professionalism Eval. ≥ 85%..... 90.2%</p>

	<p>Competency in Clinical is measured through patient care skills, analyzing images for quality and demonstrate accuracy in positioning skills.</p> <p>Measurement Tool / Goal: Avg. Score 2013-2017</p> <p>-Patient Care Final ≥ 90%..... 96.4%</p> <p>-Clinical Competency Form 1st & 2nd year students ≥ 90%..... 99.6% / 100%</p> <p>-Image Analysis Final Exam ≥ 90%..... 99.6%</p> <p>-Repeat Analysis Project ≥ 90%..... 93.2%</p> <p>-Lab Practical Exam ≥ 90%..... 97.8%</p> <p>-Clinical Education Competency Eval minimum 90% first attempts pass rate ... 96.6% / 97.4%</p> <p>Students will be able to demonstrate personal growth.</p> <p>-2nd year students RSNA convention in Chicago.</p> <p>-2nd year students are able to fund raise to attend the national conference ACERT.</p> <p>-2nd year students will develop a personal professional development plan.</p> <p>Program Effectiveness is measured by: Results</p> <p>-90% of students will complete the program..... 82.6%</p> <p>-90% of Graduates are satisfied with the program..... 96.6%</p> <p>-Employers will report satisfaction with the graduates 2.7 on a scale of 3.0..... 2.95</p> <p>-90% will be employed within 12 months..... 100%</p> <p>-90% will pass ARRT exam..... 76.6%</p> <p>-Students at the completion of the program will report satisfaction with the program with a minimum of 2.7 out of 3.0..... 3.0</p> <p>-Clinical Instructors will report satisfaction with the program with a minimum of 2.7 out of 3..... 2.89</p>
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<p>Past Program Review Action What action was reported last time the program was reviewed?</p>	Continued with minor improvements
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CTE PROGRAM REVIEW ANALYSIS

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

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>BIOL 136 BIOL 137 PHYS 141 Placement into college algebra (MATH 111) or higher or successfully completed MATH 108 with a C or higher. These four classes need to be completed within 5 years of applying to the program and need to have a grade of C or higher to be qualified.</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>INST 101 Success in College BIOL 136 Anatomy and Physiology I BIOL 137 Anatomy and Physiology II PHYS 141 Physical Science 1 RDTC 101 Introduction to Radiologic Technology RDTC 102 Patient Care in Radiologic Technology RDTC 103 Radiologic Physics I RDTC 104 Radiologic Procedures I SPCH 101 Oral Communications RDTC 105 Radiologic Procedures II RDTC 107 Radiation Biophysics RDTC 108 Radiologic Physics II RDTC 109 Clinical Education I ENGL 101 Rhetoric and Composition I RDTC 106 Radiologic Procedures III RDTC 110 Clinical Education II RDTC 201 Digital Applications in Imaging RDTC 202 Radiologic Procedures IV RDTC 209 Clinical Education III RDTC 200 Atypical Radiologic Procedures PSYC 100 Introduction to Psychology RDTC 204 Radiographic Pathology RDTC 205 Image Analysis RDTC 203 Radiologic Procedures V RDTC 210 Clinical Education IV Humanities Elective** (from approved IAI) RDTC 211 Clinical Education V RDTC 212 Special Topics in Radiologic Technology</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>This program awards an Associate of Applied Science at completion. The courses are sequential, non-duplicative that build on prior learning. Our curriculum is set according to the practice standards set forth by the American Society of Radiologic Technologist ASRT. https://www.asrt.org/</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>

1.1 How strong is the occupational demand for the program?	<p>The Bureau of Labor Statistics the approximate number of jobs between 2016 and 2026 will be 25,200. A large aging population in need of imaging to diagnose and treat medical conditions should keep demand strong for radiologic technologist. US News ranks Radiologic Technologist as the #22 in best health care support jobs.</p> <p>https://money.usnews.com/careers/best-jobs</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>According to the Bureau of Labor Statistics "Employment of radiologic technologists is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations".</p>
1.3 What is the district and/or regional need?	<p>According to data collected from IDES for Vermilion, Champaign, Ford and Iroquois counties (ILWA 17 and LWA 18) the ten year projection (2014-2024) for growth is 5.74% The IDES occupational employment distribution projected that healthcare practitioners and technical 2014 estimated employment is 2,121 and the projected employment for 2024 is 2,180.</p>
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> • Program director does a presentation on "Medical Imaging at DACC" to groups and classes on campus and off. • Attend "DACC Days" to promote the program to area high school students. • Participated in the first "Health Professions Day" for area sophomores, a 20 minute presentation discussion about Radiologic Technology with hands-on activities. • Program director attends Anatomy and Physical Science classes to talk about Medical Imaging. • Participated with "Family Science Night" for area kids to do hands-on demonstration with science. • Social Media • Design of a new logo and marketing materials were purchased.
1.5 Where are students recruited from?	<ul style="list-style-type: none"> • College campus • High schools activities at DACC • Facebook and Twitter Ads

<p>1.6 Did the review of program need result in actions or modifications? Please explain.</p>	<ul style="list-style-type: none"> • After reviewing our student completion rate with our accreditation agency, it was decided that our 90% goal was admirable but realistically too high. At their advice the bench mark was lowered to 80% due to the consistency of retention loss. • The class of 2015 & 2016 had untraditional low passing scores for their national certification exam. After reviewing their surveys, it was determined that the majority of students did not take advantage of their review class prior to taking the test. These two cohorts lowered our average considerably. We have implemented changes to the review program and brought in a national company to complete a 2-day live review with them. • The tool used to measure critical thinking in Physics II has been revamped with the new instructor. In 2017 these results were up 18% compared to last year and the total results were 78%.
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>2.1 What are the costs associated with this program?</p>	<ul style="list-style-type: none"> • Accreditation fees associated with JRCERT . • Accreditation review, awarded an 8 year status. • Faculty salary and benefits. • Equipment maintenance (darkroom processing fees) • Radiation safety fees for dosimeter readings • Travel / Mileage • Professional development • Books & supplies • Marketing
<p>2.2 How do costs compare to other programs on campus?</p>	<ul style="list-style-type: none"> • Students pay double the tuition compared to other programs. • According to an internal cost analysis, the program has a profit margin of 26% which is slightly higher than other programs.
<p>2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<ul style="list-style-type: none"> • General Funds / tuition • Small Perkins grant • Technology grant
<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>N/A</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	<ul style="list-style-type: none"> • Variety of equipment in our lab and at clinical sites. • College facilities and the rotations of students through more than one clinical site which gives them exposure to a variety of protocols, equipment, patients, and personnel. • Dedicated faculty who are registered and licensed in their field. • Having other imaging programs that Rad Tech students can apply for after graduation. • Small class sizes • Nationally accredited with the JRCERT.
3.2 What are the identified or potential weaknesses of the program?	Lack of a large, major trauma center/hospital as a clinical education.
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 • Team-teaching
3.4 How does this program fit into a career pathway?	<ul style="list-style-type: none"> • The Rad Tech graduates can choose from a variety of work settings across an array of healthcare environments. Career options include hospitals, clinics, travel agencies, doctors and chiropractors offices, and independent imaging centers. • Our graduates have the potential to further their education and additional training in other imaging modalities: CT, MRI, Mammo, Sonography, Echocardiography, Radiation Therapy, Cardiac, Vascular, Interventional and Nuclear Medicine. • Career opportunities also exist in administration, education, sales and marketing as well as applications training for technologists with more advanced degrees.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
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?	Students are required to do clinical rotations that prepare them for the work-force and potentially makes them viable candidates for employment.

<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>Danville Area Community College has voluntarily sought accreditation from the national organization Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182 https://www.jrcert.org/</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>When students graduate and pass their national exam they will be awarded the credentials of Registered Technologist in Radiography R.T.(R) https://www.arrt.org/</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	<p>National ARRT exam pass rate for 2017 is 92% Five year average is 78% These are all listed on our webpage https://www.dacc.edu/depts/radtech</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have articulation agreements for clinical rotations with all of our clinical sites.</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>No</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>2:14 is the average for each cohort. We accept fourteen students each year and have two full-time instructors that teach. Total number of students enrolled in the program can be 28, the average is 24 students. 2:24 is the current average for the entire program.</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>	<ul style="list-style-type: none"> • The college holds in-service training for full and part-time faculty several times a year. • The Rad Tech faculty is able to attend two national conferences. RSNA in Chicago every November, both educators take second year students to see newest and latest equipment in medical imaging. • Both educators attend the national conference by the ACERT organization, along with second year students. Here faculty and students attend sessions for registry review and ways to improve growth and development of collegiate educators. • New instructor has been able to purchase items such as videos, equipment, and digital modules to enhance the professional development in this difficult topic.

3.16 What is the status of the current technology and equipment used for this program?	We are able to offer an excellent experience for our students with three different types of imaging equipment. We still use the older outdated Film-Screen combination that needs a processor with chemicals. We have been very fortunate to have upgraded with Digital equipment including CR and DR systems.
3.17 What assessment methods are used to ensure student success?	Assessment methods are used to evaluate classes, program, and the general education outcomes of the college. We provide program assessment information such as completion, pass, and job placement rates as well as national exam pass rates. These are listed on website and reported to the JRCERT with our annual report.
3.18 How satisfied are students with their preparation for employment?	Very Satisfied according to their graduate surveys.
3.19 How is student satisfaction information collected?	Survey sent through survey monkey. The college also 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)	Employer survey. Advisory board meeting. Clinical instructor meetings. Work-based learning opportunities (clinical rotations).
3.21 How often does the program advisory committee meet?	Clinical instructor meetings are supplemented as advisory board meetings. These are held twice a year. Advisory board meetings will be implemented more to meet annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Very Satisfied according to our employer surveys.
3.23 How is employer satisfaction information collected?	If a student gave us permission then a survey was sent through survey monkey for 2017, prior to that it was a written survey sent through the mail.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<ul style="list-style-type: none"> • Changed program handbook. • Increased recruiting • Increased the depth of the program goal • Implemented a live national review

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>	Radiologic Technology
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<i>CIP CODE</i>	51.0911 (AAS)				
	<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>	28	29	26	27	26
<i>NUMBER OF COMPLETERS</i>	15	12	12	17	13
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data reflects a steady enrollment and stable completion rate to ensure successful placement into the work force.				
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 and minority 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?	Increased recruiting efforts, implementing healthcare professions day which focused on different professions and minority involvement.				
Are the students served in this program representative of the total student population? Please explain.	Yes, except of 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.	<p>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.</p> <p>With new leadership and a new faculty member for this program, there have been changes implemented to increase our national exam pass rate, changes to curriculum and strengthening of our program goals.</p>				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> • There will be continued efforts in recruiting at every opportunity to ensure quality candidates. • National certification pass rates should increase with the implementation of the live review and changes to the review class. 				

	<ul style="list-style-type: none">• We would like to see an increase of males and minorities throughout healthcare. They are definitely underrepresented in the field.• Marketing and promotion will emphasize the need for minorities in the field. This will be accomplished with marketing items/pictures of our current minority students. One of our Hispanic students was chosen to be the face of DACC and has been heavily marketed.• An advisory board meeting will be held to gather information from outside the college and to collaborate necessary change to better serve the community and to ensure the vision of the college. (Fall 2018)
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
Management	Degree	30	52.0204	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Demonstrate ability to communicate professionally through online communications including digital communications such as discussion boards, email, course assignments and projects. • Demonstrate knowledge, skills and understanding in the fundamentals of management including the four functions of management. • Demonstrate knowledge of the role of management in business including a global perspective and awareness embracing society and international cultures. • Possess an understanding of social trends that encompass today's evolving society that are relevant in managing a business and resulting workplace dynamics. • Understand the impact of technology in the management field and how developing technology is continually changing the way we work and communicate. Digital tools and methods that assist manager in maximizing success and efficiencies will be included throughout the program as well as evaluation of resulting challenges of virtual workplaces, digital communication in workplace, employee performance and responsibilities. 		
To what extent are these objectives being achieved?		They are being met		
Past Program Review Action What action was reported last time the program was reviewed?		Continue with minor improvements		

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.).	Prerequisite for ENGL 101 or 121 Prerequisite for MATT 104
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.).	BMGT 114 Principles of Management BMGT 106 Supervisory Training BMGT 104 Interpersonal Relationships Communications Elective CACC 101 Financial Accounting CBUS 203 Business Law I BMGT 212 Human Resource Management BACC 120 Principles of Finance Business Elective Math Elective
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Certificate has 30 hours
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Projecting a 1% growth
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has been unchanged
1.3 What is the district and/or regional need?	1% growth
1.4 How are students recruited for this program?	High school visits, dual enrollment classes in high schools, tours of campus
1.5 Where are students recruited from?	District #507 and Indiana border counties
1.6 Did the review of program need result in actions or modifications? Please explain.	No
INDICATOR 2: COST EFFECTIVENESS	RESPONSE

2.1 What are the costs associated with this program?	Faculty salaries and benefits
2.2 How do costs compare to other programs on campus?	This program compared to other CTE program actually has a small profit.
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 changes
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Highly qualified faculty with 30 years' experience. Online delivery of all classes.
3.2 What are the identified or potential weaknesses of the program?	Some concern that the majority of these classes are online only.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Online/Hybrid
3.4 How does this program fit into a career pathway?	Management is a stackable certificate for the Marketing degree.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Integration of social media content into appropriate classes.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time—developing some at Danville High School
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Have had students do internships at Disney World in Florida

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).	N/A
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 required
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.	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?	Instructors are encouraged to attend trade shows.
3.16 What is the status of the current technology and equipment used for this program?	Up-to-date. Very robust LMS to facilitate online classes.
3.17 What assessment methods are used to ensure student success?	Course level and program outcomes on a semester and annual basis.
3.18 How satisfied are students with their preparation for employment?	Program is evaluated favorably.
3.19 How is student satisfaction information collected?	Student evaluation of individual classes and faculty—graduate follow-up surveys.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Councils
3.21 How often does the program advisory committee meet?	Annual
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied
3.23 How is employer satisfaction information collected?	Industry evaluations and input at advisory meeting.
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>	Management				
<i>CIP CODE</i>	52.0204				
	<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>	24	33	33	19	9
<i>NUMBER OF COMPLETERS</i>	7	9	8	4	4
<i>OTHER (STILL ENROLLED)</i>	16	14	22	7	5
How does the data support the program goals? Elaborate.	Program goals are being met. Looks like most students complete in three years.				
What disaggregated data was reviewed?	Male/Female and minority enrollments indicate predominately white females in the program.				
Were there gaps in the data? Please explain.	No noticeable gaps				

What is the college doing to overcome any identifiable gaps?	No real gaps
Are the students served in this program representative of the total student population? Please explain.	Yes
Are the students served in this program representative of the district population? Please explain.	Yes
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 checked="" type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Management Certificate is a stackable certificate that leads to a Marketing AAS degree. Program is popular and good enrollment. Turns a slight profit.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to monitor current trends. Incorporate more social media content into classes.

Career & Technical Education				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
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>
Business Administration Technology	Degree	61	52.0402	Office Assistant Advanced Office Assistant
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
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 communication 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 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.

<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>Placement scores for ENGL 121 Placement scores for MATT 133</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>INST 101 Success in College BOFF 108 Ethics in the Workplace BOFF 237 Word Processing Applications BOFF 121 Fundamentals of Business Documents MATT 104 Business Math ENGL 101 Rhetoric BOFF 225 Spreadsheet Applications BOFF 125 Business Communication Strategies BOFF 265 Virtual Technology for Business BOFF 226 Database Applications BOFF 180 Graphic Design Fundamentals for Print & Web Humanities Elective BOFF 135 Business Etiquette BOFF 255 Digital Presentations BOFF 219 Digital Publication Design for Business BOFF 253 Social Media for Business CECN 102 Microeconomics BOFF 260 Professional Development Public Speaking OR SPCH 101 Oral Communications <i>Students choosing a concentration in Office Management</i> BOFF 290 Office Management Seminar BACC 100 Intro to Accounting OR CACC 101 Financial Accounting BMGT 212 Human Resources BMGT 114 Principles of Management <i>Students choosing a concentration in Social Media</i> BOFF 291 Social Media Seminar BOFF 230 Advanced Spreadsheet Applications BOFF 270 Social Media Metrics & Analytics BOFF 275 Social Media Management <i>Students choosing a concentration in Graphic Design</i> BOFF 292 Graphic Design Seminar BOFF 217 Digital and Print Media Layout for Business BOFF 220 Graphic Editing and Illustration BOFF 222 Designing for Blogging Platforms</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>61 credits is necessary to provide entry level skills for a Business Administration Technology professional.</p>

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Bureau of Labor statistics projects a 3% decrease in job growth
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained flat
1.3 What is the district and/or regional need?	Looking at local employment data, need looks flat. Our new curriculum may not be reflected in data collection.
1.4 How are students recruited for this program?	High school visits, high school tours of campus
1.5 Where are students recruited from?	District #507 College boarder counties in Indiana
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Instructor salaries and benefits
2.2 How do costs compare to other programs on campus?	According to an internal cost analysis this program has a slight profit margin compared to 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
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Highly qualified faculty, current computers and software

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?	Business Administration Technology graduates can choose from a variety of office positions in the public and private sector.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The fourth semester concentrations for marketing, social media, and graphics as well as specialized internships.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are dual credit opportunities for high school students taking Business classes at their home high school.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Yes
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).	None required
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft certifications in Word, Excel, and Access are available
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
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Illinois Connections Workshop IBEA—Annual Conference
3.16 What is the status of the current technology and equipment used for this program?	Excellent. Computers are updated every three years. Running Windows 10 and Office 2016
3.17 What assessment methods are used to ensure student success?	Course and program assessments done on a semester and annual basis
3.18 How satisfied are students with their preparation for employment?	Very satisfied
3.19 How is student satisfaction information collected?	Graduation follow-ups and student evaluation of individual classes
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Annual Advisory Committee meetings
3.21 How often does the program advisory committee meet?	One 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 (internship) follow-up evaluations
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>	Business Administration Technology
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<i>CIP CODE</i>	52.0402				
	<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>	39	20	19	24	20
<i>NUMBER OF COMPLETERS</i>	29	14	12	18	16
<i>OTHER (STILL ENROLLED)</i>	7	4	4	5	3
How does the data support the program goals? Elaborate.	This 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 the data? Please explain.	Men are not represented well in the program, but they are also underrepresented in the field.				
What is the college doing to overcome any identifiable 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 total student population? Please explain.	Yes				
Are the students served in this program representative of the district population? Please explain.	Yes				
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.	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. Implement new curriculum changes.				

Academic Disciplines	
<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>DISCIPLINE AREA:</i>	Mathematics
<i>REVIEW SUMMARY</i>	
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>	<p>Courses and course sequences in Mathematics are designed to meet the following outcomes:</p> <p>Students are expected to be able to clearly demonstrate the logical processes that lead one from an initial question (problem) to a correct answer (solution).</p> <p>Students are expected to be able to use, understand, and write all appropriate symbolic forms and mathematical terminology.</p> <p>Students are expected to master the use of all technology skills appropriate for the given class.</p> <p>Students are expected to achieve strong critical thinking skills in terms of problem solving skills. Students are expected to be able to determine from any initial question the following:</p> <ul style="list-style-type: none"> • the meaning and importance of all given information. • the primary unknown for which a solution is desired. • all secondary unknowns that will be needed to determine the primary unknown. • all formulas and/or theorems that are applicable to a solution. • a proper understanding of the meaning/interpretation of the solution.
<p>To what extent are these objectives being achieved?</p>	<p>Program objectives are being met as evidenced by regular assessment via written and oral evaluation per class, and annual curriculum review.</p>

<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>Mathematics is essential to all technical fields and fields of science and business, and is an important component in most other course work, such as psychology and sociology. Math education provides students with an essential component to future economic and academic success.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Incorporated a Mathematical Reasoning course for the non-stem pathway to better prepare the students for Statistics.</p> <p>Incorporating skills review at the beginning of the semester to make sure students are properly placed, and redirecting those that have been improperly placed into appropriate courses.</p> <p>Incorporated a Tutoring Center specific to Math and Sciences</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 interface with representatives from four-year institutions and alumni to verify that the college's programs are current and courses transfer.</p> <p>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. Faculty members often serve on IAI panels and thereby keep abreast of the need for programmatic changes.</p> <p>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>Course Descriptions, Counseling and Advising Services, Curriculum Guides, College Catalogue, Orientations, Mandatory Advisement, degree audits, and campus tours for local high school students</p>
<p><i>INDICATOR 2: COST EFFECTIVENESS</i></p>	<p><i>RESPONSE</i></p>
<p>2.1 What are the costs associated with this discipline?</p>	<p>Faculty salaries and benefits</p>

2.2 What steps can be taken to offer curricula more cost-effectively?	At this time, it is considered that the program classes are being offered most cost-efficiently to the college. Cost effectiveness is improved when retention and success rates are improved, which is an ongoing priority.
2.3 Is there a need for additional resources?	Not at this time, as more and more resources are available via the Web
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Online, face-to-face, hybrid, 12-week, 10-week, 8-week. Planning a 3-week Winter Session course
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?	Yes, annual review of all such data is provided by the Office of Institutional Effectiveness.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time instructors undergo annual performance review by the Division Dean, and the part-time instructors undergo review each semester by either the Department Dean or the Lead Instructor.
3.4 How does the discipline identify and support at-risk students?	An initial skills review is conducted in most courses, often coupled with personal conference. Multiple evaluations are provided to measure student progress throughout the semester, and faculty often perform transcript review of current students. Students are supported by TRIO, the MASS tutoring center, and a variety of programs provided through Student Services.
3.5 To what extent is the discipline integrated with other instructional programs and services?	Mathematics is required for most degrees and certificates at DACC.
3.6 What does the discipline or department review when developing or modifying curriculum?	Requirements from IAI, ICCB, HLC, curriculum from 4-year schools, student success rates, and educational methods review.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	The Dean brings awareness of the issue and provides data to faculty. Depending on the impact, it may be addressed via individual faculty or a math curricula meeting. For example, the addition of the mathematics reasoning course resulted from a math curricula committee which reviewed and analyzed the data. Research into the literature was conducted to determine other institution's solutions to similar issues. As the program moved toward potential solution, the committee was expanded to include other key players such as Advising and Institutional Effectiveness.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

The most significant barrier is time lag, from the point of recognition of the issue to implementing corrective measure. The more people/departments in the process, the longer the lag. Even when the issue is dealt with, implementation of corrective measure will, by necessity, require at least a semester wait. Then another wait period while data is collected and the success of the measure is weighed.

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>	MATH111				
<i>COURSE TITLE</i>	College Algebra				
<i>COURSE DESCRIPTION</i>	A review of the fundamental topics of algebra, including the complex number systems, simplification and manipulation of algebraic expressions involving polynomials, rational exponents, radicals, fractions, the solution of polynomial equations and inequalities. Emphasis is placed on the study of the following functions: polynomial, rational, exponential, logarithmic and their applications. These will be explored using traditional graphing techniques, graphing calculators and other online tools.				
	<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>	116	124	119	134	118
<i>CREDIT HOURS PRODUCED</i>	580	620	595	670	590
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	70	69	85	81	84
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	50	50	63	60	64
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Course goals have two general foci: accomplishing the mechanical rules of algebraic process, and the conceptual understanding needed to apply those rules in the solution of a wide variety of application oriented problems. Student success is only attained if the student is able to successfully skill in both general areas. The success rates in the course are consistent with the expected attainment of such goals				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance				

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

Students are placed into MATH 111 that are not ready for the course.
 Students are coming out of high schools without the experience of using a textbook.

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>	MATH114				
<i>COURSE TITLE</i>	Trigonometry				
<i>COURSE DESCRIPTION</i>	The study of the six trigonometric and circular functions, their inverses, the identities associated with these functions, the graphs associated with these functions, trigonometric equations and their applications. A graphing calculator is recommended.				
	<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>	29	23	20	17	22
<i>CREDIT HOURS PRODUCED</i>	87	69	60	51	66
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	72	78	85	88	86
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	52	57	60	76	73
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Example problems demonstrated in class are selected or designed in accordance with the course goals. All written and oral assessments then determine the level at which each of the students has understood and retained the material. Consistently high and rising success rates clearly support the successful covering of the course goals.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Individual and averaged scores and percentages for all written assessments were reviewed for each student and for classes as a whole.				

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

Poor preparation in college algebra classes mixed with poor college student skills have been the cause for many students' failing results.

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>	MATH115				
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<i>COURSE TITLE</i>	Survey of Statistics				
<i>COURSE DESCRIPTION</i>	<p>The study of basic statistical techniques. This course is designed as a general survey of basic statistical methods. Emphasis is placed on methodology, and applications to biological, social, and management sciences are stressed to underscore the practicality of the material. Topics include the nature of data, graphical representations of data, descriptive measures of centrality, dispersion, and position; probability concepts, binomial and normal distributions; sampling concepts, inferential statistics and hypothesis testing; analysis of linear regression concepts such as correlation coefficient and slope of the regression line; instruction on the writing of statistical reports and drawing conclusions from data analysis; use of standard statistical software packages. Knowledge of computers is helpful, but not required. Access to Excel required for online class. A TI83/83+ or TI84/84+ graphing calculator is required for all sections.</p>				
	<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>	314	289	298	283	324
<i>CREDIT HOURS PRODUCED</i>	942	867	894	849	972
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	83	84	80	87	86
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	64	68	65	72	75
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	High success rates generally indicate student ability to gain a basic understanding of the tools used in statistics and their application, which the broad concept under which individual course objectives are gathered. Students who are unable to gain conceptual understanding, or properly use basic algebra and/or the technology to do basic analysis will not be successful				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, student success levels in prerequisite course work, as well as student assessment/surveys				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Wide variation in skill levels for prerequisite course work, under-developed student study skills, learning curve for the use of technology in statistics, using technology for basic calculations, and cost of appropriate calculator.					
<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>	MATH118				
<i>COURSE TITLE</i>	Intro. To Mathematics				
<i>COURSE DESCRIPTION</i>	The course is the first of a three semester sequence of integrated calculus and analytic geometry. Both understanding of theoretical concepts and the ability to use manipulative techniques are considered to be of prime importance. The approach is intuitive and after the student has attained a conceptual understanding, the theorems are advanced and proved. Time is spent in applications as they arise throughout the course. The course presumes algebraic and trigonometric competency at the 70% level or higher. Graphing calculator recommended.				
	<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>	23	13	16	9	8
<i>CREDIT HOURS PRODUCED</i>	92	52	64	36	32
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87	100	94	100	88
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	83	92	88	56	63
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data shows the class to have a very high success rate. The course goals center around being able to explain WHY we use the processes we do, and not HOW to do calculations, so this isn't surprising.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rate and individual student performance				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Low class enrollment					
<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>	MATH120				
<i>COURSE TITLE</i>	Calculus & Analytic Geom. I				
<i>COURSE DESCRIPTION</i>	The course is the first of a three semester sequence of integrated calculus and analytic geometry. Both understanding of theoretical				

	concepts and the ability to use manipulative techniques are considered of prime importance. The approach is intuitive and after the student has attained a conceptual understanding, the theorems are advanced and proved. Time is spent in applications as they arise throughout the course. The course presumes algebraic and trigonometric competency at the 70% level or higher. Graphing calculator recommended.				
	<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>	48	55	60	64	60
<i>CREDIT HOURS PRODUCED</i>	240	275	300	315	300
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	88	95	88	86	85
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	85	80	82	79	78
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Course goals have two general foci: accomplishing the mechanical rules of calculus, and the conceptual understanding needed for full application. Student success is only attained if the student is able to successfully skill in both general areas. The success rates in the course are consistent with the expected attainment of such goals				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, and individual student performance				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Low skill levels in prerequisite courses, declining enrollment, smaller pool of students to draw from in the district.					
<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>	MATH125				
<i>COURSE TITLE</i>	Introductory Analysis I				
<i>COURSE DESCRIPTION</i>	A freshman level calculus class intended for transfer students pursuing degrees in the fields of agricultural science, business/accounting, engineering/industrial technology and psychology. This course may also serve as a math elective for various other transfer programs. The course covers a broad range of topics that include limits and continuity, the definition of the derivative, techniques for differentiation, applications of the derivative, single and multivariable calculus, higher order derivatives, implicit differentiation, the antiderivative and indefinite				

	integral, techniques of integration including integration by parts, numerical integration and the Riemann sum, the fundamental theorem of calculus, the definite integral and double integrals. Other topics covered may include but would not be restricted to differentials and approximation, improper integrals, functions of several variables, partial derivatives and multiple integrals. The class meets four hours per week.				
	<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>	25	32	12	25	19
<i>CREDIT HOURS PRODUCED</i>	100	128	48	100	76
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	72	69	42	68	79
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	44	53	33	48	74
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates are more variable for higher level classes due to the combination of low enrollment and inconsistent preparation. A small class containing one or two students that barely passed college algebra with a "C" is all that is required for an otherwise high success rate to drop precipitously. On the whole, the success rates are consistent with the successful covering of course goals.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Individual and averaged scores and percentages for all written assessments were reviewed for each student and for classes as a whole.				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Poor preparation in college algebra classes mixed with poor college student skills have been the cause for many students' failing results.					
<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>	MATH130				
<i>COURSE TITLE</i>	Calculus & Analytic Geom. II				
<i>COURSE DESCRIPTION</i>	The second course in the calculus and analytic geometry sequence. Topics include techniques of integration and differentiation of exponential, logarithmic, trigonometric, and hyperbolic functions; limit of indeterminate forms; polar coordinates; parametric equations; conic sections; infinite series. Both the understanding of theoretical concepts				

	and the ability to use manipulative techniques are considered of prime importance. A TI-83 or better calculator is recommended.				
	<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>	15	18	14	11	13
<i>CREDIT HOURS PRODUCED</i>	75	90	70	55	65
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	67	72	93	73	85
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	67	67	79	73	77
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The pass rate of this class does not reflect the entire picture of the Math Program, but it might point out: (A) the prerequisites of the course are set correctly, (B) all the students successfully achieved the course goals and the program goals.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	(A) Pass rate as a function of previous course (or grade). (B) Success rate after students transferred into university level studies in which mathematical skills are absolute necessary.				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
(A) For non-traditional students, their family/job schedule might conflict with the class schedule. (B) For some traditional students, their part-time job schedule prevents them from attending class regularly. (C) Students have significant differences on their basic math skills due to the fact that they came from different high schools with different backgrounds. (D) New calculators, software, websites, and online book stores generated the fact that students could get the answers for every homework problem. This discouraged some students to spend their time to solve homework problems independently.					
<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>	MATH135				
<i>COURSE TITLE</i>	Introductory Analysis II				
<i>COURSE DESCRIPTION</i>	An introduction to finite mathematics for students in the social sciences and business. Basic ideas of logic, set theory, probabilities, vectors, and matrices with applications. Instruction on computer programming techniques using calculators. Not for Math or Science majors. May be taken before MATH 125.				
	<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>	22	12	18	22	12

<i>CREDIT HOURS PRODUCED</i>	66	36	54	66	36
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	77	92	56	77	92
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	68	75	39	55	92
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates are more variable for higher level classes due to the combination of low enrollment and inconsistent preparation. A small class containing one or two students that barely passed college algebra with a "C" is all that is required for an otherwise high success rate to drop precipitously. On the whole, the success rates are consistent with the successful covering of course goals.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Individual and averaged scores and percentages for all written assessments were reviewed for each student and for classes as a whole.				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Poor preparation in prior math classes mixed with poor college student skills have been the cause for many students' failing results.					

<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>	MATH137				
<i>COURSE TITLE</i>	Intro to Linear Algebra				
<i>COURSE DESCRIPTION</i>	This course is a study of introductory linear algebra. Basic techniques are introduced involving vectors and matrices; vector spaces and subspaces; linear dependence, independence, and transformations and dimension; determinants; and orthogonality.				
	<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>	2	1	3	1	1
<i>CREDIT HOURS PRODUCED</i>	8	4	12	4	4
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100	100	100	100	100
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	100	100	100	100	100

<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The course goals revolve around being able to understand and work with abstract generalized algebraic vector notation and concepts, as well as interpreting results. Student success rates indicate that students are successful meeting those goals.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Student success rates and course success rates				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Low course enrollment, student preparedness with regard to matrix algebra.					
<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>	MATH 140				
<i>COURSE TITLE</i>	Calculus & Analytic Geom. III				
<i>COURSE DESCRIPTION</i>	The third course in the calculus and analytic geometry sequence. Topics include vectors in 2 and 3 dimensions, vector operations, lines and planes in space, quadric surfaces, cylindrical and spherical coordinates, partial derivatives, directional derivatives, gradients, double and triple integrals and their applications. Both the understanding of theoretical concepts and the ability to use manipulative techniques are considered to be of prime importance. A TI-83 or better calculator is recommended.				
	<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>	9	9	6	5	4
<i>CREDIT HOURS PRODUCED</i>	27	27	18	15	12
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	89	89	100	100	100
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	89	89	100	60	75
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	It seems that the numbers of engineering students are declining. The pass rate of this class does not reflect the entire picture of the Math Program, but it might point out: (A) the prerequisites of the course are set correctly, (B) all the students successful achieved the course goals and the program goals.				

<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	(A) Pass rate as a function of previous course (or grade). (B) Success rate after students transferred into university level studies in which mathematical skills are absolutely necessary.
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LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

(A) For non-traditional students, their family/job schedule might conflict with the class schedule.
 (B) For some traditional students, their part-time job schedule prevents them from attending class regularly.
 (C) Students have significant difference on their basic math skills due to the fact that they came from different high schools with different backgrounds.
 (D) New calculators, software, websites, and online book stores generated the fact that students could get the answers for every homework problem. This discouraged some students to spend their time to solve homework problems independently.

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>	MATH161				
<i>COURSE TITLE</i>	Statistics				
<i>COURSE DESCRIPTION</i>	MATH 161 is an introductory course in statistics at the non-calculus level. Topics include Graphical Inference, Numerical Descriptive Inference, Probability, Binomial Distribution, Hypergeometric Distribution, Normal Distribution, Students t-Distribution, Testing of Hypothesis, Chi-Square Estimations, Comparisons, Small Samples, Inference and Linear Regression with a focus on Correlation Analysis. The course is integrated with a statistical computer package (Microsoft Excel), allowing for hands-on computations for most of the areas listed above. No computer experience required. A TI 83 or TI 84 calculator is recommended. Access to Excel required for online class.				
	<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>	37	55	45	65	88
<i>CREDIT HOURS PRODUCED</i>	111	165	135	195	264
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	95	93	84	89	89
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	89	78	80	83	83

HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.

The course goals for statistics are more focused in the cognitive skills of critical thinking and reading comprehension (both text and mathematical). The high success rate in the course indicates the students are doing well at achieving those goals, as students that struggle with understanding a statistical word problem would not

	succeed in the course. Pure algebraic skills are also needed for the course, and while these skills may sometimes be lacking, this would limit but not prevent success. Based on individual student performance , however, the majority of students are well-equipped to handle the more minor algebraic portion of the course.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Student success rates and individual student performance, as well as student assessments/surveys.				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>					
Declining enrollment, smaller student pool on which to draw in the district. For students, there is an initial learning curve for new technology that is used, familiar technology used in a new way, and critically thinking through the informational problems typically encountered in statistics					
<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>	MATH211				
<i>COURSE TITLE</i>	Differential Equations				
<i>COURSE DESCRIPTION</i>	This is the first course regarding the theory and application of differential equations. Students will learn graph method, numerical method, and analytical method to solve differential equations with the emphasis in the analytical method. Topics include first-order, second-order and higher-order differential equations; linear systems of differential equations, Laplace transforms, series solutions, and numerical methods. Both the understanding of theoretical concepts and the ability to use manipulative techniques are considered to be of prime importance.				
	<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>	7	8	3	1	2
<i>CREDIT HOURS PRODUCED</i>	21	24	9	3	6
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100	100	100	100	100
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	100	100	100	100	100
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The size of the class is very small, from the statistical point of view, one could not draw any conclusion with 95% confidence level based on such a small sample size. However, it seems that due to the development of local economy and due to the demography changes, the numbers of engineering students are declining. The pass rate of				

	<p>this class does not reflect the entire picture of the Math Program, but it might point out: (A) the prerequisites of the course are set correctly, (B) all the students successful achieved the course goals and the program goals.</p>
<p><i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i></p>	<p>(A) Pass rate as a function of previous course (or grade). (B) Success rate after students transferred into university level studies in which mathematical skills are absolutely necessary.</p>

Remedial Math	
<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>REVIEW SUMMARY</i>	
<p>Program Objectives What are the objectives or goals of the program?</p>	<p>Our courses and course sequences in Mathematics are designed to meet the following outcomes:</p> <p>Students are expected to be able to clearly demonstrate the logical processes that lead one from an initial question (problem) to a correct answer (solution).</p> <p>Students are expected to be able to use, understand, and write all appropriate symbolic forms and mathematical terminology.</p> <p>Students are expected to master the use of all technology skills appropriate for the given class.</p> <p>Students are expected to achieve strong critical thinking skills in terms of problem solving skills. Students are expected to be able to determine from any initial question the following:</p> <ul style="list-style-type: none"> • the meaning and importance of all given information. • the primary unknown for which a solution is desired. • all secondary unknowns that will be needed to determine the primary unknown. • all formulas and/or theorems that are applicable to a solution. • a proper understanding of the meaning/interpretation of the solution. <p>Students will demonstrate the ability to work mathematical problems that contain whole numbers, fractions, decimals, integers, proportions, variable expressions and percents, as well as solve basic mathematical problems and equations that lead to success in more advanced math classes.</p>

<p>To what extent are these objectives or goals being achieved?</p>	<p>Students are generally able to demonstrate logical processes that lead from an initial question (problem) to a correct answer (solution), but show weaknesses in differentiating between types of processes and when to apply different techniques.</p> <p>Terminology and symbols are generally understood, but sometimes students do not understand the nuances between similar terms or symbols.</p> <p>Overall, students are able to master technology skills appropriate for a given class. However, students tend to struggle with Excel and the graphing calculator used in Math 107.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>Mathematics is essential to all technical fields and fields of science and business, and is an important component in most other course work, such as psychology and sociology. Math education provides students with an essential component to future economic and academic success.</p> <p>This program contributes to other fields by developing in students the skills and knowledge needed to be successful in college level courses.</p> <p>The delivery method of these courses prepares students for training methods used within the workforce and provides hands on learning experiences.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Incorporated a Mathematical Reasoning course for the non-stem pathway to better prepare the students.</p> <p>Incorporating skills review at the beginning of the semester to make sure students are properly placed, and redirecting those that have been improperly placed into appropriate courses.</p> <p>Incorporated a Tutoring Center specific to Math and Sciences</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. 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 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).</p>	<p>This program provides multiple format offerings for each course to help meet the needs of a diverse population. These include, but are not limited to:</p> <ul style="list-style-type: none"> • Online classes • Hybrid classes • Traditional face to face • Flipped classrooms • Cooperative learning • Tutoring (required or self-motivated)
<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 salary and benefits.</p>
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>Tuition, fees, local taxes, and state funding.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.</p>	<p>N/A</p>
<p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>N/A</p>
<p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>No. Future goals might include the use of laptop carts within the classroom for student use.</p>
<p><i>INDICATOR 3: QUALITY</i></p>	<p><i>RESPONSE</i></p>
<p>3.1 How is the college working with high schools to reduce remedial needs?</p>	<p>N/A</p>
<p>3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?</p>	<p>A pathway model has been developed and implemented to reduce the number of courses needed before placing into a college level math course.</p> <p>Students are offered self-paced individualized courses that allow for completion in a reduced timeframe.</p>

<p>3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.</p>	<p>Effective 2016 Fall</p> <p>NEW PATHWAYS</p> <p>Non-STEM AND NURSING</p> <p>MATH 107 [AGS/AAS] APPLIED MATHEMATIC CONCEPTS 5 CREDIT HOURS</p> <p>MATH 115 [AGS/AAS/ASA] SURVEY OF STATISTICS 3 CREDIT HOURS</p> <p>STEM*</p> <p>MATH 107 [AGS/AAS] APPLIED MATHEMATIC CONCEPTS 5 CREDIT HOURS</p> <p>MATH 108 INTERMEDIATE ALGEBRA FORMALLY MATH 105 4 CREDIT HOURS</p> <p>MATH 111 [AGS/AAS/ELECTIVES ASA] COLLEGE ALGEBRA 5 CREDIT HOURS</p> <p>Student May Exit STEM Pathway</p> <p>OLD PATHWAYS</p> <p>*required of Science, Technology, Engineering, Mathematics, Rad Tech, Education, and Business. Health Information Technology can follow either pathway.</p>
<p>3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>Yes: online, accelerated, and flexible-scheduling (multiple times including day and night, as well as condensed timeframe)</p>
<p>3.5 What innovation has been implemented or brought to this program?</p>	<ul style="list-style-type: none"> • Cooperative learning • Flipped classroom • Module master • Online assistance within assignments
<p>3.6 To what extent is the program integrated with other instructional programs and services?</p>	<p>We have various campus services come talk to students during class time, including free tutoring, financial aid, career services, and advising.</p>
<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>N/A</p>

<p>3.8 How well are completers of remedial/developmental courses doing in related college-level courses?</p>	<p>Students that complete MATH 108, have a slightly higher success rate in MATH 115 compared to the overall success rate of MATH 115.</p> <p>Students that have completed MATH 108 have the same success rate in MATH 111 as the overall success rate of MATH 111.</p> <p>Students that complete MATH 107 with an A have a significantly better success rate in MATH 115 compared to the overall success rate of MATH 115. Students that earn a B or C in MATH 107 earn slightly under the course average.</p> <p>Students that complete MATH 107 with an A or B also have a significantly better success rate in MATH 108 compared to the class on average.</p>
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>Teaching excellence academies are evidence based faculty training offered by the college as an Achieving the Dream Initiative.</p>

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

The biggest barrier to these changes are getting the advisors to understand the changes in order to place students in the correct pathways based on their majors. Student buy-in to non-traditional teaching methods is also a huge barrier.

<i>DATA ANALYSIS FOR REMEDIAL MATH</i>					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	DEVM 098 Mathematics				
<i>COURSE DESCRIPTION</i>	DEVM 098 is the first of a two semester sequence of courses which provide a systematic review of mathematics with the utilization of programmed materials, so that each student progresses at his/her own rate. Non-degree credit.				
	<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>	122	76	46	57	64
<i>CREDIT HOURS PRODUCED</i>	488	304	184	228	256
<i>RETENTION RATES</i>	74	71	72	75	78
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	50	59	50	75	71

REVIEW RESULTS

<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data shows improved student success rates with the new implemented innovations.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The disaggregated data that was reviewed was the year to year success and retention rates for each remedial class.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

Student buy-in to the new online homework assignments and help.

DATA ANALYSIS FOR REMEDIAL MATH
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

<i>COURSE TITLE</i>	DEVM 099 Mathematics				
<i>COURSE DESCRIPTION</i>	DEVM 099 is the second of a two semester sequence of courses which provide a systematic review of mathematics with the utilization of programmed materials, so that each student progresses at his/her own rate. Non-degree credit.				
	<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>	34	37	16	12	14
<i>CREDIT HOURS PRODUCED</i>	136	148	64	48	56
<i>RETENTION RATES</i>	71	73	63	75	79
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	50	59	50	75	71

REVIEW RESULTS

<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The student success rate has improved over 20 percentage points. This improvement in the student success rates shows that the new innovations are working.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The disaggregated data that was reviewed was the year to year success rates and retention rates for each remedial math class.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

Student buy-in to the new online homework assignments and online course help.

<i>DATA ANALYSIS FOR REMEDIAL MATH</i>					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	DEVM 100 Mathematics – PreAlgebra				
<i>COURSE DESCRIPTION</i>	DEVM 100 is a systematic review of the basics of algebra with the utilization of programmed materials. It is designed for students who have placed into it or have completed DEVM 098/099 satisfactorily but are not ready to go on to MATH107. Non-degree credit.				
	<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>	61	63	74	115	142
<i>CREDIT HOURS PRODUCED</i>	244	252	296	460	568
<i>RETENTION RATES</i>	51	60	76	73	69
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	43	51	64	60	61
<i>REVIEW RESULTS</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The improved student success rates show that more students are successfully completing the class and are ready for college level course.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The disaggregated data that was reviewed was the year by year success rates and retention rates for each remedial math class.				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i>					
Students not wanting to do the new in class assignments.					
<i>DATA ANALYSIS FOR REMEDIAL MATH</i>					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	MATH 107 – Applied Math Concepts				
<i>COURSE DESCRIPTION</i>	This course is intended for students who are pursuing applied science degrees (not requiring college algebra). The emphasis is on applications and problem solving. The following topics are introduced through solving practical problems which involve the modeling of natural phenomena. Topics of study include numerical analysis, variation, modeling with functions and equations, operations with polynomials, greatest common factor, introduction to functions, graphical analysis, models of growth, linear equations and inequalities, and polynomials as related to applied sciences such as nursing, criminal justice, accounting,				

	commercial floriculture, floral design, landscape design/construction, management, and marketing.				
	<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>			131	182	360
<i>CREDIT HOURS PRODUCED</i>			786	1092	1818
<i>RETENTION RATES</i>			81	83	84
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>			53	62	63
<i>REVIEW RESULTS</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	It appears that retention and success rates are increasing, but the limited timespan for data means a full conclusion cannot be drawn. A larger sample size is needed, which means more time offering the course is needed.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	We looked at student success rates and sequence retention (through the developmental courses to get to a college-level course).				
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i>					
The college system is still getting used to the new pathways and students are sometimes placed inappropriately into this course (or not into this course). Students are not used to having to explain their thinking and accomplish applied problem solving. This causes some students to react negatively to the course.					
<i>DATA ANALYSIS FOR REMEDIAL MATH</i>					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	MATH 105/108 – Intermediate Algebra				
<i>COURSE DESCRIPTION</i>	A study of the properties of real numbers, the properties of exponents and radicals, the arithmetic of polynomial and rational expressions, linear and quadratic equations and inequalities, systems of linear equations, and an introduction to functions. Problem-solving skills and critical-thinking skills are emphasized. Face to face sections meet for 4 hours of combined lecture/lab.				
	<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>					122
<i>CREDIT HOURS PRODUCED</i>					488

RETENTION RATES					79
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					58
<i>REVIEW RESULTS</i>					
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	The data just shows that we have a fair success rate. We have nothing else to compare back to because we just changed to 4 credit hours (from 5). More time is needed to analyze due to small sample size.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	The data had previously shown we didn't need the course to be 5 credit hours anymore, so we dropped it down to 4. We will review the data after several semesters to see if this is successful.				

<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>DEVM 098/099 - Implemented online HW assignments that include online assistance. Success rates increased over a 5 year period (6 to 21%).</p> <p>DEVM 100 – Implemented assignments being completed within class time with instructor assistance. Success rates have increased significantly over a 5 year period (18%).</p> <p>MATH 105/108 – Implemented flipped learning. Increased success rates by 12% over a 5 year period.</p> <p>MATH 101 – Course was eliminated with changes to successive courses as well as replaced with an innovative course for an alternative pathway. Reduced time to reaching a college level course without decreasing success and retention rates.</p> <p>MATH 107 – Implemented this new pathway course using cooperative learning, focusing on real world problem solving skills.</p> <p>These changes were rooted in evidence-based research and have shown to increase success rates in the subsequent college level courses.</p>
<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>Currently efforts are being made for early intervention. Students are identified as at risk and tutoring is then required. Data will be collected to determine its effect and the possibility of implementing as a program standard.</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.**

COLLEGE NAME: Danville Area Community College

FISCAL YEAR IN REVIEW: 2018

REVIEW AREA: MASS Tutoring Center (MASS)
Writing Center (WC)
General Tutoring (GT)

Program Summary

Please provide a brief summary of the function of the program.

MASS: The MASS Center is dedicated to students’ educational success by providing quality learning support relevant to their individual needs. We seek to provide services that will help students become independent learners and function successfully in an academic environment and foster an interest in becoming lifelong learners. This endeavor is accomplished through peer tutoring and expert tutoring. Tutors share their knowledge of the subjects with students, explaining difficult concepts, steps and methods, giving examples and being a sounding board to illuminate time management, test taking and study skill problems. Our tutors impart encouragement, inspiration, motivation and confidence to students enabling them to keep a positive attitude and succeed in their courses.

WC: The purpose of the Writing Center is to assist students in becoming more independent, stronger writers who can be successful members of the academic community and can use writing to help achieve the goals they set for themselves outside of academia as well. We strive to accomplish this through our many formal services, through modeling how writing happens, in casual conversations and interactions with students, by offering writing-related social activities to build a sense of community, and by being integrated members of the academic and larger communities of which we are a part.

GT: Our services center on the core values of the college acting with integrity, excellence, communication, adaptability, and diversity. The General Tutoring department is a fundamental component of the student experience and success through our commitment to serving students across all spectrums of ability, economic need, and availability. Our tutors share their knowledge of course content; explain difficult concepts that students often can’t grasp with lecture; and act as a sounding board to identify time management, test taking and study skill problems. Typically the requests we received in General Tutoring were situations not already addressed by other tutoring programs like our business courses, developmental education, or time availabilities.

	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018
Students served	34	29	4	17
Subjects Tutored	22	21	4	13
Minutes Tutored	14320	10635	430	5560

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>MASS: There is no prior review for MASS because the program is not been in place for five years yet.</p> <p>WC: The last WC review was in 2012. Since then we have made several changes in order to increase our effectiveness and outreach for students. The most significant change was to move our location from the second floor of Clock Tower to the first floor. In our previous location, we were situated at the end of a small hallway which few students knew existed. Now we are at the intersection of the two main hallways of the building. We are across the hall from the rhetoric and composition computer labs, just down the hall from the library, and on the same floor where the majority of classes for our division are taught. Our new center has a faculty/director’s office, a staff office with room for two tutor stations and a small resource library, and a computer lab. The computer lab has six desk-top stations, a printer, seven stations for students to use with their personal electronics, two tables for individual or small group study and testing, a couch with two charging stations, and a small reading area. We also have a microwave and coffee pot students can use. With funding from the DACC Foundation, the space has been decorated to be a welcoming environment for students and is being renovated so that it can also house a rotating exhibit of 2-D and 3-D work from students in the DACC art program. Since 2012, we have also expanded the services which we provide for students. In addition to face-to-face conferences, we now offer students the option of receiving feedback through our FBE program. Students can receive asynchronous tutoring through their DACC Google accounts. This program has been very popular with students, especially those who are in online/hybrid classes, those who are dual enrolled, and those living in areas other than Danville where travel time might be significantly longer than the 30 minute conference they are traveling to campus for. We have also made sure to work with instructors at the Hoopeston Higher Learning Center to ensure that their students are aware of this program and understand how to use it. Feedback which we have collected from students shows that it is also a service valued by students, such as those with social anxiety or who are have a spectrum diagnosis, who might find one-on-one communication more prohibitive than helpful in progressing with their writing. We have also instituted two types of peer tutor programs since studies show peer tutoring is often more successful than staff or faculty tutoring. We have a writing fellows program which imbeds tutors into writing intensive classes. Often these are “gatekeeper” classes or classes with a low success rate. These tutors attend the class they are assigned to and work with the instructors to provide assistance to students who need it during the times in which the classes meet. These tutors also hold at least one office hour per week in the center where they can meet with students outside of class who might need more intensive help. The second type of peer tutor program consists of students who work as staff members in the writing center. Both of these programs are offered on a basis determined by need and student availability. Students must have a recommendation from at least two instructors on campus, have received a B or better in their composition classes, complete a series of readings and training sessions, and complete a period of probation where they shadow another staff member and are finally observed/evaluated by the director before they can tutor students without supervision. They, along with the rest of the staff, meet with the director both individually and in a group setting to receive feedback on their performance, have the ability to review problematic situations and brainstorm solutions, and to continue professional development. These sessions are held at the beginning and end of each</p>
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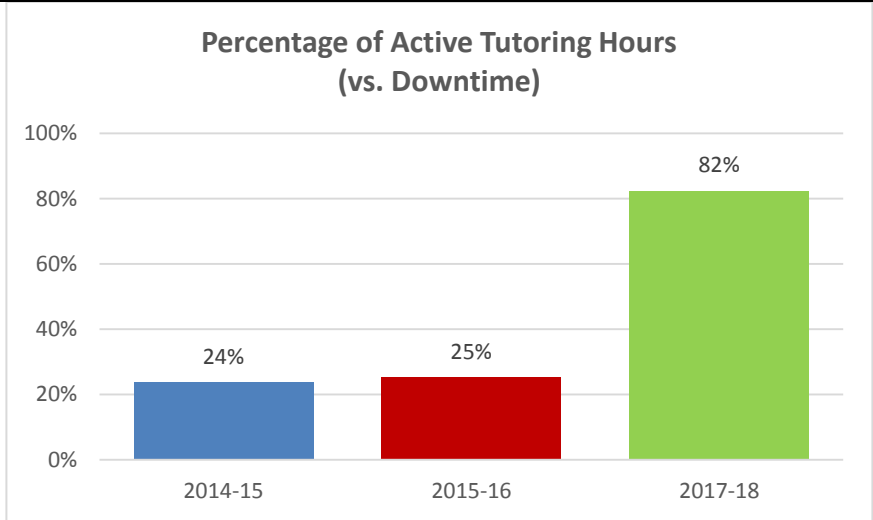
semester as well as intermittently throughout it. In order to increase our presence on campus and do a better job of marketing and of meeting our students where they are, we have also started a Facebook and an Instagram account and a writing center blog. Furthermore, last year, we started posting videos to our own You Tube channel which explain how to use common technology that students often have to be able to navigate in order to complete writing and research assignments at DACC. We also have an online scheduling program so that students can access our calendar through a link on the DACC webpage, schedule conferences, and sign up for text reminders of their upcoming conferences. For faculty, we offer services which help them develop or revise writing assignments and will conduct writing-related workshops tailored to their specific classes upon request, and we have worked with faculty to fulfill grant requirements or obligations they have related to writing in their classes. Also, our social media pages offer content aimed at faculty as well as students. Additionally, we have taken an active stance in promoting writing across campus by hosting events such as The International Write-In, National Writing Centers Week, National Book Week, Poetry Month, and by participating in the annual Welcome Back Cookout, and hosting an open mic night at DACC.

GT: Relocation General tutoring was previously an extension of another department, also with a tutoring program. Incoming students seeking tutoring were filtered to either professional tutors associated with a specific program or peer tutors, depending on certain criteria of the program. Peer tutors targeted students in remedial classes or students focusing on developing study habits. Once the two departments were separated the peer/general tutoring became an entity of its own with only the peer tutors. In 2014, the department was managed under the Director of Testing and Academic Services. In 2017, tutoring services were provided in the Testing Center by appointment.

Budget Under different supervision the department partially operated out of a new combined budget with the Testing Center. Due to the State budget crisis and lack of qualified tutors, services went from walk-in availability to appointment-based.

Time Management To manage the services provided, it became apparent that we needed to establish limitations on time spent with tutors. Appointments were set for one hour unless the tutor decided more time was necessary. This enforced the student to treat their learning as their responsibility and manage a task oriented service. Students were required to come in prepared with attempted homework or specific areas of misunderstanding or confusion.

Appointment Based With the change to appointment-based services, our student population requiring developmental support began to decline. Students requiring developmental education did not follow through on appointment requests. Our time spent on active tutoring did increase tremendously as a result of appointment based sessions, therefore, less money spent on downtime (tutors waiting for students to come to the allotted times). Many of our repeat requests and visits transitioned to business courses or college level courses and a need for services beyond other tutoring centers and the fact that they only offered limited walk-in availabilities. The percentage of actual hours spent towards tutoring is indicated below.



Professional Tutors In response to the requests and to provide a more effective tutoring program, we added professional tutors to the general tutoring program. We added the availability of a professional tutor that had experience with business courses and a tutor with experience dealing with students with disabilities.

Expanded Course Options Previously general tutoring targeted remedial courses and other requests were referred to other tutoring options or to instructors. Certain requests became hard to fill by our tutoring programs because of the tutor's skill set. Students were unable to receive the targeted support service they were requesting unless their instructors were able to meet their needs. In 2017, we hired professional tutors and increased our courses to include business and nursing program specific courses. Due to our instructor's experience with the current tutors, our recent incline in services, is a result of the instructors' referral. The relationships between the instructors and tutors have proven to be key in accessing the necessary support services for our students.

<p>What are the identified or potential weaknesses of the program?</p>	<p>MASS: A potential weakness of the program could be size of the facility. The space limits the number of students who can be served at one time. Plans for expansion are currently under consideration.</p> <p>WC: Probably the largest challenge we are still trying to find a solution for which makes us less effective than we otherwise would be deals with the “silo” effect which is prevalent throughout our campus. We are very good at serving students who are in our building or are taking classes in the Liberal Arts and Humanities sequences. However, if a student doesn’t come to our building for a class, they aren’t likely to come across campus for tutoring. We have had several students from math/science or business/technology who use our services when their instructor either requires it or is working in conjunction with the center on some sort of curriculum revision for their class. However, when instructors aren’t doing these things, those students tend to be a more random part of our served population. This summer, we have tried offering tutoring in the satellite location of the library. Although that’s only “down the hall,” we don’t have funding for the center to be open in the summer and traditionally the library has several student requests for writing help during summer classes. Our peer tutor who is working the satellite location has had several students come in for assistance. Research shows that it’s often easier to reach students if you “take the tutoring to them” rather than expecting them to come to you. Many four-year schools have adopted this perspective and offer tutoring in various locations such as student centers, dorms, libraries, anywhere students might already be while they are on campus. If we can find funding to cover staffing, it would probably be worth exploring this option, even if for a few hours per week. We have also held preliminary discussions with the Athletic Director about offering tutoring during the required study sessions that athletes have to attend since those tend to be in the evening hours after we are closed. At this point, though, the budget doesn’t allow us to add any more hours of operation.</p> <p>GT: General/Peer tutoring does not have institutional funding available. Due to the state budget impasse and consolidating job duties, peer tutoring operated for the last 3 years out of the budget of another department, depleting that department’s budget and weakening the tutoring all together for FY 2016-2017. General/Peer Tutoring also functions wherever space is available. Previously tutors were available in TRIO but once we combined and utilized our tutors for the Testing Center, tutors attempted to function within the space available in the Testing Center. They have become subjected to the testing demands and TRIO dedicated space is an issue. Finding the right professional tutors or training promising tutors has also been a weakness within the program. Based on a survey completed by students in the Special Populations categories, students do not always know about services available to them. Additional communications and signage is needed.</p>
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<p>What are the program's strengths?</p>	<p>MASS: Three strengths of our MASS Center are:</p> <ol style="list-style-type: none"> 1. The MASS Center continues to increase the number of students that are serviced each semester. MASS has seen a steady increase from 10% to 19% in the number of served students enrolled in key classes. 2. MASS is staffed by excellent tutors, both faculty recommended students and faculty. The faculty tutors provide continuity in instruction and also a high quality of tutoring. 66% of operating hours are covered by faculty/professional tutors. The quality of tutoring is reflected in the statistically higher success rate of the students who attend MASS verses those who have not. 3. MASS has a variety of resources available to the students. We provide many additional reinforcement activities for the students. Those resources included guided learning sheets, chapter reviews, quizzes, and additional problems. Students can stay and work with tutors on them or take the sheets to work at their own pace. <p>WC: Three strengths of the Writing Center are:</p> <ol style="list-style-type: none"> 1. The greatest strength would have to be the staff. The director has 20 years of experience tutoring in a writing center, five as a director, is certified by the International Center for Supplemental Instruction at UMKC, maintains membership in NCTE, CCCC, IWCA, MWCA, and WPA, regularly attends national conferences related to writing and writing center work, and has several hours of graduate level work in writing pedagogy and writing theory classes in addition to 20 years of teaching composition. She is the author/editor of a book on political rhetoric as well as several smaller pieces of creative writing. Both of our staff tutors are adjunct instructors. One offers an incredible amount of insight about the student experience in addition to his skills as a writer, teacher, and tutor. He is a former non-traditional student at DACC who after earning his associates degree, has continued with his education while working-part time in the center and is now working on his masters at the University of Illinois. Our other part-time staff member has several years of teaching experience in high school Language Arts which allows her to be particularly effective in dealing with students who are making the transition between high-school and college level writing. Not only is the experience and knowledge of our staff a strength, but equally strong is their commitment to students at DACC. 2. Furthermore, the strong professional relationships they have with several other staff and faculty members are a great asset to our center and our students being successful. We have worked with several instructors across campus to implement different writing-related projects in their classes, to help them revise assignments or to find materials to assist their students in completing them/understanding how writing happens in their particular discipline, etc. We have also had several instructors who repeatedly require students to attend conferences as part of an assignment because they can see that the writing of those who do is at a higher level than students who don't. As a result of these efforts, we have a staff who better understands the intricacies of what many instructors are looking for in their assignments-those unstated expectations-and can provide better guidance for students in those classes. We also have a very transparent process of what
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happens in the center and in conferences. This along with the above mentioned practices has led us to have a close working relationship with several instructors who trust us to work with their students. This leads them to be more positive and encouraging in the classroom when discussing writing and the writing center which in turn leads to more students using it and more students seeing it in a positive light.

3. The third strength which has not been previously discussed, but which is integral to our success has been the support of our administration and the DACC Foundation over the past five years. While they are becoming more prevalent, it is still unusual for a community college of our size to have a fully functioning writing center. The “Writer’s Room” as our center was previously known was housed in a very small room upstairs in a part of the building most students didn’t know existed. It had been there since it began. The director was an adjunct instructor who was paid a small stipend each semester to come in a few hours, set up the schedule for the semester, and Xerox handouts. The Dean of Liberal Arts and Library Services has been very supportive of all of the projects we have undertaken over the past five years which are discussed above. The college has found funding for use to renovate a small underused classroom and two offices previously used for storage into the center we now have as well as increasing our tutoring budget to allow us to serve more students. The DACC Foundation has been very helpful in providing us with funding to attend conferences, for special projects not normally within the college budget, and with funding for some on-going projects that the college could not afford when the state was unable to fund education for several years because the legislature couldn’t balance the budget. The money from these sources, obviously, has been a strength, but even more than that is the belief that writing and students are a priority at this college, which they have consistently shown.

GT: Tutoring options are slightly more diverse reaching students in developmental courses, business courses, general math, science, and English courses. We now offer the availability to receive tutoring from professional tutors which has broadened the number of and types of courses we can help students with. Lastly, we can offer after hour tutoring for a select number of courses.

<p>Rationale Detail all major findings resulting from the current review.</p>	<p>MASS: The type of tutors and resources ensure that MASS provides a quality tutoring experience that leads to increased success rate for students. As can be seen in the above sections, the program is growing in number of students and tutoring sessions each year. As such, our primary focus for the center is expansion.</p> <p>WC: The qualifications of the faculty providing the tutoring in the Writing Center is unmatched, and the vision of the Director of the Writing Center is unparalleled. The number of faculty using the WC as a resource for their students increases each year, and the number of students utilizing the WC's services has grown each year. The WC has the full support of the administration, which is paramount to the success of the service to our faculty and students.</p> <p>GT: As a result, we have expanded our course options, delegated our funds more specifically, and targeted the diverse student needs. There has been a decrease in the number of students seeking tutoring with the General Tutoring department. Our pass, fail, and withdrawal rates have not significantly changed.</p>
<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>MASS: We are currently evaluating the possibility of finding a space that will increase our physical size to facilitate the ability to work with more students within the Math, Sciences & Health Professions building.</p> <p>WC: We would like to work with the Executive Director of Institutional Effectiveness to find ways to assess the effectiveness of our services in relationship to course completion, student retention and persistence, and completion. While we do not expect to find a cause and effect relationship between WC services and these outcomes, we would like to determine if a positive correlation exists.</p> <p>GT:</p> <ol style="list-style-type: none"> 1. Continue utilizing "professional" tutors as the budget allows. 2. Continue to gather data (satisfaction, effectiveness, need, etc.) on the services provided. 3. Introduce more training for the tutors as budget allows. (FY19) 4. Re-evaluate the need for "basic" tutoring services once the Business & Technology Tutoring Center is up and running. (FY20) 5. To improve communications with students, additional signage will be added to Vermilion & Lincoln Halls to help them find the Center. (FY20) 6. Social media communications will also be utilized to notify students about the services available to them. (FY19)

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>	2018
<i>REVIEW AREA:</i>	Career and Employment Services
Program Summary Please provide a brief summary of the function of the program.	Coordinate and facilitate all employment and career planning related activities in partnership with staff, community partners, and current and future employers. Office activities include career counseling assessment and guidance, resume writing, mock interviewing, classroom presentations, on-campus and community workshops, registration.

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Improvements identified in the previous report are: responding to increased Career Center visits, training in non-traditional career advisement, transition to more online assessment tools, and Cooperative Work Based Learning program restructure.</p> <ol style="list-style-type: none"> 1. Mandatory Advisement is the quality project for accreditation for Danville Area Community College. The increase in students attending advisement appointments has affected the traffic in the Career center. Those visiting the center went from 135 visits to 366 visits to the center. Even though these numbers are duplicated, this information shows that the center has increased activity with student interaction. 2. Training in Non-Traditional Career Advisement: During the fiscal year, training opportunities have been provided to staff via online and through attending conferences. Career Services staff has joined the Counseling/advisement office in on-campus trainings from the three academic division faculty to gain a better understanding of the program to effectively share with potential students. 3. The Career Services center has increased its online tools to include career assessment and exploration, job search tools and program of study information. An upgrade in the interest assessment tool used by career services happened this year. Traditionally students had to come to the center to complete the career interest assessment, now students can receive the assessment link via email and take the assessment at home. This made the counseling appointments more productive and time effective thus slashing appointment time by 30 minutes, which offsets the increase in student visits. We have also implemented new online tools to provide for a more interactive individual/group presentation. Highlighting the College Central Network system (online job board system), the "What Can I Do With This Major" (career majors system), and the "IDES" website tools in presentations promotes faster information access and sharing with students. <p>The Cooperative Work Based Learning program was placed on hiatus when the state of Illinois went through the budget impasse. In the spring of 2018 the Illinois Cooperative grant was reinstated and awarded \$21,654.82. The Career Center staff has worked diligently to place students in internship opportunities. At the end of fiscal year 2018, there were 10 students participating in the program.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<p>The Career Services Center experienced an increase in career development/job search activities for students visiting the center and classroom visits. The current level of staff could not adequately respond to the demands of the center, where additional staff was needed. In addition to an increase in staffing, developing a progressive system of data collection is needed.</p>
<p>What are the program's strengths?</p>	<p>The strengths of the Career Services center are its staff and the multiplicity of services provided.</p>

<p>Rationale Detail all major findings resulting from the current review.</p>	<p>By completing a “closing the loop” exercise, we know that by increasing staff to help provide services to the growing number of requests and re-vamping our intake form to better capture who is visiting the center, what are their demographics, and how is interaction happening (via classroom presentation, walk-in, or scheduled appointment) will address the weaknesses. The Career Services Center’s strength is its staff. The Center staff increased by 1.5 to bring the total in the office to 3.25 fulltime staff. By having additional staff, career services can meet the demands of service requests, collect more specific data, and address employer needs. Currently, data is collected by completion of an intake form. Better defining that form will provide a much better picture of who and how the center is being used, thus being proactive and making informed decisions on how to respond to changing needs of stakeholders.</p>
<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>To address the weaknesses, staff will meet and identify all data needs for the various partner departments as well as the data needs for the center. The intake will be re-designed to capture all needed information for reporting purposes and to provide a clearer picture of service demands. The “closing the loop” exercise will be completed annually to ensure that the center is assessing the needs of all the stakeholders and that the center is optimizing the resources available.</p>