

<b>PROGRAM REVIEW COVER PAGE</b>	
<i>COLLEGE</i>	Danville Area Community College
<i>DISTRICT NUMBER</i>	507
<i>CONTACT PERSON</i> <i>(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>	2019
<b>DIRECTORY OF REVIEWS SUBMITTED</b>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
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## Career & Technical Education

<i>COLLEGE NAME:</i>	Accounting
<i>FISCAL YEAR IN REVIEW:</i>	2019

### 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
Accounting – AAS	D	61		Accounting
Accounting	C	28		
Acct Office Personnel-AAS	D	69	52.0302	Acct Office, Adv Acct Office
Advanced Acct Office Cert	C	15		
Accounting Office Cert	C	16		

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 will be able to analyze and record business transactions. This includes the ability to classify, sort and group similar financial accounts.
- Students will complete the accounting cycle. This includes performing actions necessary in the adjusting and closing processes.
- Student will be able to analyze, interpret and present financial information. Describe and illustrate accounting for both service and merchandising businesses.
- Students will understand cost inventory and understand necessary internal controls.
- Students will be able to describe and illustrate proper reporting and methods used for evaluating various balance sheet items. Items include receivables, fixed assets, liabilities, stock and dividends.

To what extent are these objectives being achieved?

Objectives are being met addressing minor adjustments annually.

#### Past Program Review Action

Continue monitoring annually.

What action was reported last time the program was reviewed?	
<p><b>CTE PROGRAM REVIEW ANALYSIS</b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
List all pre-requisites for this program (courses, placement scores, etc.).	BOFF 130, BOFF 121
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>CACC 101 – Financial Accounting  BOFF 225 – Spreadsheet Applications  CBUS 104 – Introduction to Business  BOFF 108 – Ethics in the Workplace  Mathematics Elective  CACC 105 – Managerial Accounting  BOFF 230 – Advanced Spreadsheet Applications  BACC 130 – Payroll Accounting  Humanities Elective  Communications Elective  Business Elective  BOFF 125 - Business Communication Strategies  CACC 108 - Intermediate Accounting I  CBUS 203- Business Law I  BACC 228 – Computerized Accounting  BACC 230 – Business Income Tax Accounting OR  BACC 229 – Individual Income Tax Accounting  Economics Elective  CACC 166 – Cost Accounting  CACC 109 – Intermediate Accounting II  Business Elective  CBUS 104 – Business Law II</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	61 credits and 69 credits respectively are required to meet the employer work place needs. Along with what the students would be required to have to transfer to a four year institution.
<b>INDICATOR 1: NEED</b>	<b>RESPONSE</b>

1.1 How strong is the occupational demand for the program?	According to the Bureau of Labor statistics employment of accountants and auditors is projected to grow 10 percent from 2016 to 2026. This is a faster than the average for all occupations. This growth is tied to the health of the overall economy.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The change has been a steady increase.
1.3 What is the district and/or regional need?	With the loss of a major employer we have seen a slight decline.
1.4 How are students recruited for this program?	Students are recruited for the Accounting program via district high school visits/tours on campus, recruiting events, active marketing via social media and working closely with dual credit instructors in the high schools so students and parents understand the value and opportunities at Danville Area Community College.
1.5 Where are students recruited from?	Community College District and neighboring Indiana counties.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes
<b><i>INDICATOR 2:</i></b>  <b><i>COST EFFECTIVENESS</i></b>	<b><i>RESPONSE</i></b>
2.1 What are the costs associated with this program?	The costs for this program include two full time faculty salary and benefits, along with some lab supplies and computer equipment.
2.2 How do costs compare to other programs on campus?	There is a slight deficit according to the internal cost analysis as compared to other CTE similar programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This is funded via General Funds.

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	DACC is fortunate to have qualified, caring, devoted Faculty with business world experience. They are also academic advising qualified. The small class sizes allow for significant instructor/student interaction. Faculty teach multiple courses which allows for great relationship building with the students.
3.2 What are the identified or potential weaknesses of the program?	Smaller enrollments do not allow for courses to be offered every semester.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, online and hybrid are the delivery methods used for this program.
3.4 How does this program fit into a career pathway?	Business Management and Administration
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Program course requirements are continuously being evaluated by both Faculty. They have also both implemented an IncludEd program to drastically lower costs for students.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, CACC 101 is taught at Chrisman High School, Oakwood High School and Danville High School.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Because both Faculty previously worked in the field they are both able to provide solid examples and analogies for the students.

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).	NA
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.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	3+1 Franklin University and Iowa Wesleyan University we are in agreement with for transfer.
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.	2:20, 29-17
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Both faculty attend the Fall and Spring In Service where a range of topics from assessment to active learning is covered.
3.16 What is the status of the current technology and equipment used for this program?	Current software being used in the business world, including Excel is utilized and updated as needed. Computerized Accounting course utilizes Quick Books software that is also kept current. Faculty also utilize textbooks that includes online software that is comparable to what is used in businesses.
3.17 What assessment methods are used to ensure student success?	Students are given CESSE evaluation forms to complete in the fall and the spring. Faculty also participate fully in our College-wide assessment effort.

3.18 How satisfied are students with their preparation for employment?	Through our Advisory Committee we are told that employers are satisfied with how well prepared the Accounting students are and how well they perform.
3.19 How is student satisfaction information collected?	In addition to CESSE evaluations Faculty solicit feedback from students making adjustments/tweaks as necessary.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	We engage employers during our Advisory Committee meetings once a year to talk with them about our curriculum, making any adjustments and continuously looking for internship and employment opportunities.
3.21 How often does the program advisory committee meet?	The Accounting Advisory Committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	The employers are satisfied the how well the Accounting program prepares the graduates for employment.
3.23 How is employer satisfaction information collected?	Employer satisfaction information is collected during the yearly Advisory Committee and networking.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of the program quality resulted in working with area high schools to teach CACC 101 by qualified high school instructors who are mentored by our faculty. This allows students to begin working on their Accounting Certificate while in high school and is then stackable to the AAS degree.

***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>	<i>ACCOUNTING</i>				
<i>CIP CODE</i>	<i>52.0302</i>				
	<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	28	29	22	17

<i>NUMBER OF COMPLETERS</i>	9	13	12	9	5
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data collected shows that the Accounting students are well prepared for employment and do well.				
What disaggregated data was reviewed?	Our industry partners are satisfied with how well the students are prepared to enter the workforce. We utilize student enrollment numbers along with student instructor evaluation and feedback from our industry partners via the Advisory Committee.				
Were there gaps in the data? Please explain.	When the economy is good community colleges typically see slight dips in enrollment. We attest these dips to that.				
What is the college doing to overcome any identifiable gaps?	Working on student recruitment and retention is very important to increasing and keeping enrollments up to identify and address any gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes, the students served in this program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Students enrolled in this program are representative of the district population.				
<b><i>REVIEW RESULTS</i></b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				



<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Accounting continues to be a viable program that we will continue to monitor and make any necessary adjustments to remain strong.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Focus on increasing enrollments and maintaining quality.

## Career & Technical Education

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019

### 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>
Commercial Custodial	C	17	19.0699	

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 will be able to identify and implement safety procedures.
- Students will be able to explain OSHA and EPA standards
- Students will be able to the sections of the MSDS sheets including symbols and labels
- Students will be able to test pH in order to determine the chemical that is appropriate for the cleaning task
- Students will be able to effectively use standard instruments and perform mixing and diluting procedures
- Students will be able to demonstrate appropriate workplace behavior and work ethic

To what extent are these objectives being achieved?

The objectives are currently being met after a two year hiatus due to no state budget or contract.

#### Past Program Review Action

What action was reported last time the program was reviewed?

### CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Placement score into MATT 132
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.).	CUST 105 – Intro to Environmental Services CUST 106 – General Cleaning Practice CUST 107 – Hard Floor Care CUST 108 – Carpet and Upholstery Cleaning MATT 132 – Elementary Technical Math
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA
<b><i>INDICATOR 1: NEED</i></b>	<b><i>RESPONSE</i></b>
1.1 How strong is the occupational demand for the program?	The Bureau of Labor Statistics report is expected to increase over the several years. The health industry is expected to see growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Custodial has seen and faster than average increase.
1.3 What is the district and/or regional need?	The Midwest region is expecting to see an increase.
1.4 How are students recruited for this program?	NA, the students are in the Danville Correctional Facility.
1.5 Where are students recruited from?	NA
1.6 Did the review of program need result in actions or modifications? Please explain.	No
<b><i>INDICATOR 2: COST EFFECTIVENESS</i></b>	<b><i>RESPONSE</i></b>
2.1 What are the costs associated with this program?	The costs for this program include one full-time instructor salary, benefits, and supplies through the Department of Corrections contract.

2.2 How do costs compare to other programs on campus?	Costs are comparable to the on campus Corporate and Community Education program.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program through the Department of Corrections contract.
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.	There are no options for outside funding to sustain this program due to the fact it is dependent upon a Department of Corrections contract. This program was re-started in Fall 2019 after being shut down since December 2016.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	The strength of this program would be the steady enrollment.
3.2 What are the identified or potential weaknesses of the program?	A weakness of this program is due to the student population being inmates who many times complete the program and then have to remain in prison.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	This course is delivered to the students by lecture and lab.
3.4 How does this program fit into a career pathway?	This program does not fit into any 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?	None
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.	Yes, students who complete the program successfully are then utilized as assistants in the next classes during the labs. This allows more one on one instruction for the students.
3.11 If applicable, please list the licensure examination pass rate.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	No
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.	1-25
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Instructors attend the Danville Area Community College In-Service in the fall and spring where they attend professional development sessions from active learning concepts to assessment.
3.16 What is the status of the current technology and equipment used for this program?	Equipment is used as the Department of Corrections contract allows.

3.17 What assessment methods are used to ensure student success?	The students are asked to evaluate the instructor. The instructor is also evaluated by the Director of Education and feedback is provided.
3.18 How satisfied are students with their preparation for employment?	Students rate an average satisfaction for the preparation they receive.
3.19 How is student satisfaction information collected?	Student satisfaction is collected via course evaluation of instructor.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Because this is a Department of Corrections program there is no involvement on our part to be able to provide this information.
3.21 How often does the program advisory committee meet?	There are no program advisory boards for the Department of Corrections.
3.22 How satisfied are employers in the preparation of the program's graduates?	NA
3.23 How is employer satisfaction information collected?	NA
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>	<i>COMMERCIAL CUSTODIAL</i>				
<i>CIP CODE</i>	19.0699				
	<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	25	0	0	0

<i>NUMBER OF COMPLETERS</i>	6	4	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Students who successfully complete the program prove that they have mastered the objectives.				
What disaggregated data was reviewed?	No, disaggregated data is not reviewed due to the fact that it is a Department of Corrections program.				
Were there gaps in the data? Please explain.	NA				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	No, students in this program are inmates of the Danville Corrections facility.				
Are the students served in this program representative of the district population? Please explain.	No, students in this program are inmates of the Danville Corrections facility.				
<b>REVIEW RESULTS</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
<b>Summary Rationale</b>	This program was recently restarted due to the new Department of Corrections contract.				

<p>Please provide a brief rationale for the chosen action.</p>	
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Continue to monitor and assess student learning and student satisfaction along with keeping up to date in the industry. Research additions to the apprenticeship to allow more students real world applications.</p>



<b>Career &amp; Technical Education</b>				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2019		
<b>PROGRAM IDENTIFICATION INFORMATION</b>				
<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>
Heating, Ventilation and Air Conditioning	C	26	47.0201	Heating, Ventilation and Air Conditioning
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.				
<b>Program Objectives</b>  What are the overarching objectives/goals of the program?		Students completing Commercial Custodial will be able to: <ul style="list-style-type: none"> <li>• Define temperature.</li> <li>• Make conversions between Fahrenheit and Celsius scales.</li> <li>• Define the British Thermal Unit (BTU).</li> <li>• Describe heat flow between the substances of different temperatures.</li> <li>• Discuss sensible heat, latent heat, and specific heat. Students will be able to explain basic laws of thermodynamics.</li> <li>• Describe the basic refrigeration cycle.</li> <li>• Identify the types and functions of:               <ul style="list-style-type: none"> <li>○ Compressors</li> <li>○ Condensers</li> <li>○ Evaporators</li> <li>○ Metering Devices</li> </ul> </li> <li>• Explain the function of the condensing coil.</li> <li>• List refrigerants commonly used in residential and light commercial refrigeration and air conditioning systems.</li> <li>• Become familiar with basic hand tools.</li> </ul>		
To what extent are these objectives being achieved?		Objectives and goals are currently being met with minor adjustments being made annually.		

<p><b>Past Program Review Action</b></p> <p>What action was reported last time the program was reviewed?</p>	<p>It was recommended in the 2014 review that a Geo Thermal System be incorporated into the program.</p>
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<p><b><i>CTE PROGRAM REVIEW ANALYSIS</i></b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>Placement into MATT 132 and placement into ENGL 121</p>
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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>HVAC 147 Principles of Air Conditioning  ELEC 150 Electricity for HVAC  HVAC 150 Heating Plants  MATT 132 Elementary Technical Math  HVAC 200 Advanced Air Conditioning  HVAC 220 Refrigeration  HVAC 260 Air Handling  ELEC 255 Service Electronics  Communications Elective</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	
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<p><b><i>INDICATOR 1: NEED</i></b></p>	<p><b><i>RESPONSE</i></b></p>
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<p>1.1 How strong is the occupational demand for the program?</p>	<p>The occupational outlook for HVAC is projected to grow 15%, a much faster than average growth. Commercial and residential building construction is expected to be a driving force of this growth. Employment opportunities are expected to be good.</p>
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<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. This is expected to continue.</p>
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<p>1.3 What is the district and/or regional need?</p>	<p>The district/region expects there to be a need as well.</p>
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1.4 How are students recruited for this program?	The HVAC Certificate has mainly been utilized by technicians currently employed locally who have either moved up in the ranks or transferred to this area.
1.5 Where are students recruited from?	Students are typically recruited from our local industry in the area.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, the review of program need resulted in a Geo Thermal system being installed and incorporated into the program.
<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>
2.1 What are the costs associated with this program?	This program is currently being taught by part-time adjunct faculty which results in lower than normal costs.
2.2 How do costs compare to other programs on campus?	The costs are relatively low compared to most other programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is funded by the Danville Area Community College's 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.	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	There are a couple of factors that translate to strengths of this program. Because this is taught by a part-time adjunct faculty who works in the industry the connection to industry assists the students with networking and employment opportunities and the low costs we are able to Another strength is that the students who complete this program are able to recruit other students into the program because of their positive experiences.

3.2 What are the identified or potential weaknesses of the program?	A weakness of this program would be having limited funds to upgrade equipment at a faster rate.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	This program utilizes a combination of lectures and labs as delivery methods. The majority of the course is spent allowing the students to practice on the equipment so they can go back to their jobs or obtain a job.
3.4 How does this program fit into a career pathway?	This program fits into our Maintenance Operations Career Pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	In the second semester the instructor has arranged for students to go to local non-profit organizations and repair or install HVAC units/systems. This was a great experience for the students to see how they can apply the things they learn.
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?	With having an instructor who works in the industry this is a natural along with the students who are locally employed. They are able to apply things immediately.
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.	NA

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1-8
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Part-time faculty are offered professional development opportunities through the Part-time Faculty Academy, which meets four times each academic year. Currently for HVAC having someone from industry who teaches allows him to stay abreast of new developments, trends, etc.,
3.16 What is the status of the current technology and equipment used for this program?	It is not as up-to-date as we would like, but everything is functioning and meets the needs of the students. As funds become available we hope to continue to update and add.
3.17 What assessment methods are used to ensure student success?	Students complete evaluations of course and instructor.
3.18 How satisfied are students with their preparation for employment?	The students are satisfied with how well they are prepared.
3.19 How is student satisfaction information collected?	Students are given CESSE evaluation forms to complete in the fall and the spring.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Because we want to mirror as closely as possible, employers and industry experts are utilized to assure the program is up-to-date and relevant to the students.
3.21 How often does the program advisory committee meet?	NA
3.22 How satisfied are employers in the preparation of the program's graduates?	We are able to get feedback from our industry partners who employ are students and they also tell us that the students are well prepared.

3.23 How is employer satisfaction information collected?	We solicit feedback from the employers through our strong networking system.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes, the lab space has been recently reorganized so students can work more easily on the equipment. We are also trying to update as funds become available.

### *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>	<i>HEATING, VENTILATION AND AIR CONDITIONING</i>				
<i>CIP CODE</i>	47.0201				
	<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	5	9	8	3
<i>NUMBER OF COMPLETERS</i>	1	10	3	5	6
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	From year one we have seen an increase, although not consistent. We will continue to monitor this and adjust as necessary. Student enrollment and graduates are important from a strategic enrollment effort.				
What disaggregated data was reviewed?	We reviewed the student enrollment numbers, student instructor evaluation and feedback from our industry partners who employ the students.				
Were there gaps in the data? Please explain.	Other than some minor enrollment dips, we have not seen any real gaps.				
What is the college doing to overcome any identifiable gaps?	We are continuing to conduct assessment to make sure we are providing to the students the skills they need to be successful in HVAC and avoid or minimize any possible gaps.				

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, the students served in the HVAC program are representative of the total student population that we see in the Business and Technology Division.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in the HVAC program either live or work in our district.</p>
<p><b>REVIEW RESULTS</b></p>	
<p><b>Action</b></p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p><b>Summary Rationale</b></p> <p>Please provide a brief rationale for the chosen action.</p>	<p>HVAC continues to serve the employers in our district. Danville Area Community College is committed to continuing to grow this program.</p>
<p><b>Intended Action Steps</b></p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>We recognize the need to recruit non-traditional students.</p>

<b>Career &amp; Technical Education</b>				
<i>COLLEGE NAME:</i>		Danville Area Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2019		
<b>PROGRAM IDENTIFICATION INFORMATION</b>				
<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>
Machine Tool Operations	C	31	48.0501	
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.				
<b>Program Objectives</b>  What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> <li>• Students will be able to reference and apply information found in the Machinery’s handbook to solve application problems.</li> <li>• Students will be able to assess basic math knowledge of fraction/decimal conversion, addition and subtraction of decimals, and an understanding of percent.</li> <li>• The student will be able to identify the government body that regulates industrial safety – Occupational Safety and Health Administration (OSHA).</li> <li>• Students will be able to understand elementary knowledge of referencing and researching maintenance procedures, hand tool maintenance and safety, and simple tool maintenance.</li> <li>• Students will be able to basic problems of machining processes such as tapping, threading, drilling, milling, reaming, and grinding in which a process adjustment functions as the corrective action.</li> <li>• Students must identify a basic goal of process improvement.</li> <li>• Students will be able to evaluate knowledge of basic concepts of SPC and sampling plans.</li> <li>• Students will be able to understand basic knowledge of inspection setups and measuring instruments.</li> <li>• Students will demonstrate proper operation of a drill press depends on knowledge of drill press components and their functions. Identification of the spindle, base, table, column, variable speed control and feed handle</li> </ul>		



	<p>are essential for safe and effective use of this machine tool.</p> <ul style="list-style-type: none"> <li>• Students will understand the symptoms and causes of some common problems associated with drilling operations, the root causes of drill breakage, excessive wear, enlarged diameters and excessive RPM enable the machinist to analyze the process and make the correct improvement.</li> <li>• Students will demonstrate the proper safety procedures insure safe and productive machining.</li> <li>• Students will demonstrate proper setup and correct measuring procedures for each measuring device.</li> </ul>
To what extent are these objectives being achieved?	These objectives are being achieved.
<b>Past Program Review Action</b>  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.).	MFRG 160, 161, 162, 163 Placement into MATT 133
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	MFRG 160- Machining I ELEC 104 – Key Principles in Advanced Manufacturing DRAF 162 – Technology in Advanced Manufacturing DRAF 160- Machining Graphics MFRG 161 – Machining II MATT 133 – Technical Math I MFRG 162 – Machining III MFRG 163 – Machining IV MFRG 164 – Machining V Communications Elective
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	31 credit hours are necessary to provide entry level skills for a machine tools operations position.

<b><i>INDICATOR 1: NEED</i></b>	<b><i>RESPONSE</i></b>
1.1 How strong is the occupational demand for the program?	Nationally Machine Tool Operations are expected to see a decline.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained steady.
1.3 What is the district and/or regional need?	Locally due to population decline and retirements there are more jobs than students.
1.4 How are students recruited for this program?	We recruit students for this program by visiting their high schools on career days, hosting a manufacturing day here on campus where students can talk with the companies they could potentially work for.
1.5 Where are students recruited from?	Students for the Machine Tool and Operations are recruited from our local high schools and the NIMS apprenticeship program and from working with Industry partners to fill the many openings.
1.6 Did the review of program need result in actions or modifications? Please explain.	No
<b><i>INDICATOR 2: COST EFFECTIVENESS</i></b>	<b><i>RESPONSE</i></b>
2.1 What are the costs associated with this program?	The costs associated with this program include two full time faculty salary and benefits, keeping current in the industry by attending professional development and replacing out of date equipment and obtaining new equipment.
2.2 How do costs compare to other programs on campus?	The cost of this program is slightly higher compared to most other CTE programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program with technology bonds, Perkins funds, grants from industry partners.

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.	This program is not maintained mainly with grant funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	The main strengths of this program include the faculty who have come from industry with first-hand knowledge and experience that they can impart to their students along with networking contacts that translate into internships and employment. And having state of the art equipment and updated software.
3.2 What are the identified or potential weaknesses of the program?	A weakness would be low enrollment and not meeting community needs.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	This course is delivered utilizing traditional lecture and lab formats.
3.4 How does this program fit into a career pathway?	The Machine Tool Operations fits into the Manufacturing Engineering Technology.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	After completing a Certificate in Machine Tool Operations one could stack with a Manufacturing Engineering Technology degree that is now Department of Labor registered where the faculty work with industry partners to offer apprenticeships.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No, there are not any dual credit opportunities.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The apprenticeships allow students the opportunity to attend class and then go to work in manufacturing immediately applying what they have learned.

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>NA</p>
<p>3.9 Are industry-recognized credentials offered? If so, please list.</p>	<p>NA</p>
<p>3.10 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>
<p>3.11 If applicable, please list the licensure examination pass rate.</p>	
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>NA</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>Yes, with local industry Thyssen Krupp and Danville Metal.</p>
<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>4-1, 2-4</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>Faculty attend the Fall and Spring Danville Area Community College In Service where professional development topics from Active Learning to Assessment are covered. Faculty also attend technical training/education to keep up to date such as NIMS Professional Development, PLTW training, and OSHA 30 training.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The updated modern equipment is a representation of what is currently used in industry.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Each semester course evaluations are completed by students and reviewed by the faculty allowing them to make any necessary tweaks or adjustments.</p>

3.18 How satisfied are students with their preparation for employment?	The students are very satisfied and many times this allows them to see the need to continue on in a degree program.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by faculty via graduate follow up surveys and course evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Every year Advisory Committee's meet where our industry partners provide feedback about our curriculum and work based learning opportunities. Our faculty also take advantage of tours/visits to local industry to make networking contacts and keep current.
3.21 How often does the program advisory committee meet?	Our advisory committee meets yearly each fall.
3.22 How satisfied are employers in the preparation of the program's graduates?	The employers are very satisfied with the preparation of students and tell is they are very prepared to work.
3.23 How is employer satisfaction information collected?	We collect this data about employer satisfaction through our advisory committee and communication with our industry partners throughout the year.
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>	<i>MACHINE TOOL OPERATIONS</i>				
<i>CIP CODE</i>	48.0501				
	<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>	4	4	1	2	2

<i>NUMBER OF COMPLETERS</i>	0	0	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	This shows need to increase enrollments.				
What disaggregated data was reviewed?	Enrollment data was gathered.				
Were there gaps in the data? Please explain.	Yes, gaps show low/no female enrollment, no black or Hispanic enrollment.				
What is the college doing to overcome any identifiable gaps?	Increase enrollment/recruiting efforts to attract females and minorities.				
Are the students served in this program representative of the total student population? Please explain.	Yes, students served in this program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students served in this program are representative of the total district population				
<b><i>REVIEW RESULTS</i></b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
<b>Summary Rationale</b>	It is in the best interest of this program and the other programs this feeds into to continue with support, equipment purchases and faculty training.				

Please provide a brief rationale for the chosen action.	
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to recruit minorities and females.

## 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>
Personal Training	Cert	28	31.0501	

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 Personal Training Certificates will be able to:

- Student will be able to create a credible and trusting relationship with clients to obtain relevant health and lifestyle information necessary for successful program design and outcomes.
- Student will be able to create client programs that focus on healthy lifestyles through the development of individualized physical activity, nutrition, and education necessary to improve and maintain health, fitness, weight, body composition, and metabolism.
- Student will be able to monitor, evaluate, and modify programs designed to improve health, fitness, weight, body composition, and metabolism, and maintain client adherence.
- Student will be able to fulfill responsibilities through ongoing education, collaboration, and awareness of professional standards and practices necessary to protect clients, stakeholders, and personal trainer.



<p>To what extent are these objectives being achieved?</p>	<p>Course level assessments indicate students are achieving Objectives 1-4. Objectives 1-4 are aligned with domains taught in the ACE Personal Training courses, which ultimately determines mastery of the material to sit for their ACE Certification Exam. Students are required to sit for their ACE Personal Trainer exam.</p>
<p><b>Past Program Review Action</b></p> <p>What action was reported last time the program was reviewed?</p>	<p>This is a brand new certificate and this is the first time it is under review.</p>
<p><b><i>CTE PROGRAM REVIEW ANALYSIS</i></b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>List all pre-requisites for this program (courses, placement scores, etc.).</p>	<p>Health 102 First Aid and CPR</p> <p>GSI 105 Human Body Structure and Function</p> <p>Students must be 18 or over to sit for the ACE exam</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>HLTH 130 Nutrition</p> <p>PEMW 157 PT I: Client Centered Exercise Prescription</p> <p>PEMW 153 Sports Psychology</p> <p>HLTH 102 First Aid &amp; Safety</p> <p>GSCI 105: Human Anatomy</p> <p>PEMW Fitness Center Course or Group Fitness Course</p> <p>PEMW 159 PTIII ACE Personal Training Capstone</p> <p>BMGT114 Principles of Management</p> <p>BMGT 103 Customer Service</p> <p>PEMW 158 PTII Exercise Science for the Fitness Professional</p> <p>PEMW Group Fitness Course or Fitness Center Course</p>

Provide the rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>INDICATOR 1: NEED</b>	<b>RESPONSE</b>
1.1 How strong is the occupational demand for the program?	Employment of fitness trainers and instructors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. As businesses, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs are expected to increase the need for fitness trainers and instructors.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to the United States Bureau of Labor and Statistics, 5 years ago, the projection was only 8% increase. Now the projection is a 10% increase.
1.3 What is the district and/or regional need?	Based on Program Employment projections for Vermilion County, adjacent Four County Region (Champaign, Ford, Iroquois and Piatt), Vermilion County in 2018 experienced growth at a 0.7% while regional growth was set at -0.4%.
1.4 How are students recruited for this program?	Our target-market for this program is our student athletes. Our coaches recruit athletes nationwide as well as international. With this being said it is the goal of the program that upon graduation they utilize their certificate to find jobs in their local areas or around the areas of their choice universities.  Students are also recruited through on-campus events. Our campus recruiter also recruits students in local high schools. We also utilize our local radio talk show to advertise the program.
1.5 Where are students recruited from?	Students are recruited nationally and internationally based on our student athletes as well as on campus and at the high school level.
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 what personal training is and what the benefits are of hiring a personal training. With the baby boomer generation aging the need for personal trainers are needed now more than

	ever so that these individuals can maintain what they have and live independently longer than the generation before them.
<b>INDICATOR 2:</b> <b>COST EFFECTIVENESS</b>	<b>RESPONSE</b>
2.1 What are the costs associated with this program?	The primary cost for the program is faculty. This program is taught by one part-time individual. Their income is \$8,916. The student-faculty ratio indicated that there was no need for anymore instructors to be hired because this program new student growth hasn't happened yet.
2.2 How do costs compare to other programs on campus?	According to data, the personal training program is the cheapest program that we offer. The reason for this is it is a one year program and it is instructed by one instructor which cuts cost drastically.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college is pays for the Personal Training program out of its operating budget.
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 personal training program out the money generated from the technology bond. There would be no negative impact on the program if there were no outside funding available.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	This is the first time this program has been under review.
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	The program sets students up for successfully passing their ACE Certification Exam so that they can go out into their communities and teach them about the benefits of fitness.
3.2 What are the identified or potential weaknesses of the program?	Since our program is so new our advertising of the program is in development. Due to misconception that personal training is just creating workout programs students struggle with understanding that there is more to it than meeting clients and creating programs. Students don't realize that the study of anatomy, physiology, kinesiology, nutrition and

	relationship building with clients is just as important as creating workout programs. Also, ACE requires students to be 18 years of age to sit for the ACE exam making dual enrollment a challenge. Not to mention that Personal Training is a specific area of study and unless students are fitness minded individuals they are less likely to select this field of study.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The Personal Training programs are taught in the traditional format only. They are usually offered in the morning since our target market for the program are our athletes and they usually have practice or games in the afternoon.
3.4 How does this program fit into a career pathway?	Students who complete the program can either immediately go out into the workforce and acquire personal training positions or pursue further knowledge in a certain area of fitness such as strength and conditioning coaching, health coaching, group fitness exercise. All of these can be obtained through additional certifications. Also, students may also choose to further their education in a fitness/sports related field. These degrees could be exercise science, sports management, exercise physiology for example.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college is a business to business partner with ACE (American Council on Exercise). They are also accredited through NCCA (National Commission for Certifying Agencies)
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There could be dual enrollment opportunities, but they would have to be marketed to older high school students. American Council on Exercise requires that students be age 18 in order to sit for the personal training exam.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Because this is a new program we are working with local gyms to see if we can't get our students in their facilities to get some hands on training. In the meantime however, students are expected to take part in labs associated with personal training.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if	There are numerous personal training programs out there. However, gyms nation and international wide prefer a personal training certification come from an accrediting

the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	body. The ACE Certification is accredited through NCCA (National Commission for Certifying Agencies).
3.9 Are industry-recognized credentials offered? If so, please list.	ACE Personal Trainer certificate is offered
3.10 Is this an apprenticeship program? If so, please elaborate.	No, this is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Other universities accept the personal training courses as general electives.
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?	Students are allowed to complete group exercise or fitness credits at our satellite gym in Hoopsteston where they can use wider variety of equipment and experience different group exercise courses other than what is offered on-campus.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	4 students to 1 instructor ratio
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	There are part-time academies offered as well as the instructor attending various fitness conferences. Not to mention the instructor having to keep up with their CEU's in an effort to maintain their own ACE Personal Trainer Certification.
3.16 What is the status of the current technology and equipment used for this program?	The personal training program uses the basic equipment that would be found in most if not all gyms. The program also uses scales, body fat measuring machines and calipers to measure body fat.
3.17 What assessment methods are used to ensure student success?	The college has had a sound assessment of student learning agenda for over two decades. The personal training program has identified seven learning outcomes that align with the college's overall general education outcomes (Communication, Critical Thinking, Technology, and Cultural Awareness).

<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Anecdotally the college knows that students who complete the personal training 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 challenging. 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%. With this being said, as the program continues to grow more data can be collected with the hopes of developing a satisfaction survey for students.</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 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 in their program, services of the college, student intent for attending DACC, transfer institution information and employment status. The college administers the CCSSE (Community College Survey of Student Engagement) and the Noel-Levitz Student Satisfaction Inventory regularly to assess student satisfaction college-wide.</p>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>We host an annual advisory board meeting to which employers are educated on what we offer and how we offer things. We also ask for opinions on how we can improve the program as a whole</p>
<p>3.21 How often does the program advisory committee meet?</p>	<p>The advisory board meets annually each year.</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Potential employers review the curriculum at each advisory meeting and are consulted before making any changes. At this year's meeting the group voiced strong support for more hands on work and giving students more real life situations (case studies). They also suggested looking at the</p>

	curriculum itself and making adjustments as needed to better prepare students for the ACE exam.
3.23 How is employer satisfaction information collected?	The personal training program hosts an advisory board committee meeting annually. The meetings are well attended by our local gyms. These potential employers are very vocal about their needs and concerns. The program staff takes suggestions very seriously. One of the concerns about this program was competition with our certified students versus those personal trainers that claim to be personal trainers minus the certification and how gyms are in fact hiring people who are not certified. We are forming partnerships with two local gyms to ensure that this does not happen and are educating gyms and advertising that our certification does allow their employees and our students become NCCA certified.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	This program is still very new and we are still in the process of collecting data and will make necessary changes as feedback is gathered. However, I have been told by my students in the past two years that the PEMW157 course is too advanced to have as an introduction to personal training course. I have since reviewed that course and have created a new one to take the old one's place.

<b>DATA ANALYSIS FOR CTE PROGRAM REVIEW</b>					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE PROGRAM</i>	Personal Training				
<i>CIP CODE</i>	31.0501				
	<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	2	3	2	5
<i>NUMBER OF COMPLETERS</i>	0	0	0	0	0

<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The goal for the personal training program is to prepare students to enter the ever-changing fitness industry. The best way to do this is to have cohort students complete the program. The data suggests that students are completing the program at a 100% in cohort 2014, 88% in cohort 2015, cohort 2016 82%, cohort 73% and cohort 2018 83%. It takes students 1 year (2 semesters) to finish the program.				
What disaggregated data was reviewed?	Program enrollment data were disaggregated by gender, race, socioeconomic status, disability status, and age.				
Were there gaps in the data? Please explain.	There are more male students enrolling in this course than females. The data shows that males are at 100% females are at 0%. The fitness industry is typically a male dominating industry which could be a reason for this data. It could also be that this is a new program and at this time we reached more males than females with our advertising. There were equal amount of students who were white and other listed as their ethnicity. Both white and other had a 50% representation in this portion of demographics. There were 0% represented in the Black and Hispanic categories.				
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 degree or certificate student population is 63% female and 37% male compared to the 100% male and 0% female in the personal training program. Students in the personal training program marked that they were either of the white or other ethnicity. Both populations are represented at 50%. The total degree or certificate student population is 71% white non-Hispanic. Black non-Hispanic students make up 16% of the total DACC degree or certificate population. Hispanic students make up 4% of the population but it is unclear what percentage of "Other or Unknown" were Hispanic. For the personal training program 50% of students in this program were Pell eligible and 50% were not Pell eligible. 100% of the students enrolled in this program had no disabilities. 25% of the students were 20 and under, 75% were age 20-25.				
Are the students served in this program representative	The students served in the Personal Training 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 78% of the county is white, 71% of the program participants are white. While only 14% of				



<p>of the district population? Please explain.</p>	<p>the county is Black, Hispanic make-up 5.1%. It is unclear what "Other or Unknown" is representing. However, 50% of the personal training program is represented.</p>
<p><b>REVIEW RESULTS</b></p>	
<p><b>Action</b></p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p><b>Summary Rationale</b></p> <p>Please provide a brief rationale for the chosen action.</p>	<p>This is a brand new program and we are constantly striving to better prepare students to be the best personal trainers on the market whether it be changing curriculum, giving them more hands on experience through labs or studying more case studies that are more job related.</p>
<p><b>Intended Action Steps</b></p> <p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Our plan in the next couple of years for this program is recruitment of students, developing a survey to keep track of graduates as well as continual communications between the college and colleges/universities students transfer to. We also plan to open communication lines between DACC and potential gyms students maybe recruited to upon graduation.</p>

## Career & Technical Education

*COLLEGE NAME:* Danville Area Community College

*FISCAL YEAR IN REVIEW:* 2019

### 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>
Welding, Advanced Welding	C	19, 16	48.0508	

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 Welding will be able to:

- Develop a complete awareness of safety because of high voltages used. All students MUST pass the safety test to continue the course.
- Understand welding terms and definitions that will help the students fully comprehend the text terminology.
- Become proficient in the skills, procedures, and principals of SMAW, GMAW, FCAW, and GTAW in the flat position and receive instruction and experience in the horizontal, vertical, and overhead positions.
- Learn how to set up and adjust the SMAW, GMAW, FCAW, and GTAW equipment.
- Learn how to use various types of controls, adjustments, and gasses for any job the manufacturing or automotive industry may require a mechanic/maintenance worker to perform.
- Learn how to select the correct filler wire for the metal being used.
- Electrode preparation, length of arc, and breaking the arc will be covered.
- Learn proper torch angle and how to use the manipulative skills related to TIG welding.
- Learn to set up and adjust oxy-fuel cutting and brazing equipment.
- Become proficient in the skills, procedures, and principals of oxy-fuel cutting and brazing operations in

	the flat position and receive instruction in the horizontal, vertical, and overhead positions.
To what extent are these objectives being achieved?	Objectives and goals are being met.
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?	

**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.).	WELD 180, 280
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.).	WELD 101 – Blueprint Reading WELD 170 – Cutting and Material Preparation WELD 180 – Structural Welding MATT 132 – Elementary Technical Math Communications Elective WELD 270 – Welding for Manufacturing WELD 280 – Pipe Welding WELD Advanced Pipe Welding MATT 133 – Tech Math I
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

<b>INDICATOR 1: NEED</b>	<b>RESPONSE</b>
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1.1 How strong is the occupational demand for the program?	Locally and nationally the demand for this program is expected to grow.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has been steady.

1.3 What is the district and/or regional need?	The district need is high.
1.4 How are students recruited for this program?	Students are recruited for this program via our college express program, high school visits and tours of campus, tours of industry and summer welding camps.
1.5 Where are students recruited from?	Students are recruited from the community, district high schools and Indiana border counties.
1.6 Did the review of program need result in actions or modifications? Please explain.	No
<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>
2.1 What are the costs associated with this program?	Costs for this program are one full-time faculty salary and benefits, equipment and supplies.
2.2 How do costs compare to other programs on campus?	This program is not the highest or the lowest compared to the other programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is funded from technology bonds, general funds, Perkins funds and grants from local industry partners.
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.	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
3.1 What are the program's strengths?	The strength of this program is a very qualified faculty who has totally revamped this program to bring it to state of the art.

3.2 What are the identified or potential weaknesses of the program?	A weakness for our welding is the fact that we cannot replace/update equipment all at once so therefore this has to be done in stages over time.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Delivery methods would include traditional lecture, hybrid lecture and labs.
3.4 How does this program fit into a career pathway?	This fits into the Manufacturing and Production pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Welding Instructor is moving the courses to 8 week modules which allows a student to master one skill and move on to the next. The students are able to focus better and stay on track to completion.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, college express (high school) students have the opportunity to attend welding courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Welding is a Department of Labor registered Apprenticeship program that allows students to work while taking courses.
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).	NA
3.9 Are industry-recognized credentials offered? If so, please list.	NA
3.10 Is this an apprenticeship program? If so, please elaborate.	Yes, welding is a Department of Labor registered Apprenticeship program that allows students to work while taking courses.
3.11 If applicable, please list the licensure examination pass rate.	NA

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	NA
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1-15
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty attend Fall and Spring In-Service professional development opportunities.
3.16 What is the status of the current technology and equipment used for this program?	Equipment is being upgraded as fast as possible.
3.17 What assessment methods are used to ensure student success?	Student success is evaluated via course evaluations and graduate surveys.
3.18 How satisfied are students with their preparation for employment?	Students are very satisfied with the preparation they have received.
3.19 How is student satisfaction information collected?	Student satisfaction is collected via course evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged via the Apprenticeship program and Advisory Committee.
3.21 How often does the program advisory committee meet?	The Advisory Committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	The employers are very satisfied.

3.23 How is employer satisfaction information collected?	Employer satisfaction is collected via Advisory Committee and communication with the employers.
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>	<i>WELDING</i>				
<i>CIP CODE</i>	<i>48.0508</i>				
	<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>	<i>8</i>	<i>4</i>	<i>1</i>	<i>4</i>	<i>9</i>
<i>NUMBER OF COMPLETERS</i>	<i>5</i>	<i>3</i>	<i>0</i>	<i>3</i>	<i>2</i>
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The data shows the need to increase enrollment.				
What disaggregated data was reviewed?	Enrollment data was gathered.				
Were there gaps in the data? Please explain.	Yes, gaps show few females, blacks and Hispanics.				
What is the college doing to overcome any identifiable gaps?	Increase enrollment/recruiting efforts to attract females and minorities.				
Are the students served in this program representative	Students are served in this program representative of the total student population.				

of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	Students are served in this program representative of the total district population.
<b><i>REVIEW RESULTS</i></b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Continue with efforts to update and grow this program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recruit minorities and females



<b>ACADEMIC DISCIPLINES</b>	
<i>COLLEGE NAME:</i>	DANVILLE AREA COMMUNITY COLLEGE
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>DISCIPLINE AREA:</i>	Life Sciences
<b>REVIEW SUMMARY</b>	
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><b>Program Objectives</b></p> <p>What are the objectives/goals of the discipline?</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to apply the scientific method of inquiry to a course related problem</li> <li>2. Demonstrate the ability to use and maintain scientific/course specific equipment</li> <li>3. Identify the relevancy of biological science in everyday life and in global affairs and successfully integrate it with material covered during lecture and/or lab.</li> <li>4. Participate as a member of a functional group</li> <li>5. Demonstrate the ability to define and utilize discipline-related terminology</li> </ol>
<p>To what extent are these objectives being achieved?</p>	<p>Program objectives are being met as evidenced by lab reports, lab practicals, written exams, oral presentations, and annual program review. The annual program review often utilizes the DACC General Education Rubrics to collect data.</p> <p><u>Example assessment:</u> The Life Sciences Program review looked at the last objective: The student should be able to demonstrate the ability to use and maintain scientific/course specific equipment. In the Fall of 2017 and 2018 students in BIOL 136 and 140 were assessed on their ability to use microscopes in their courses by the end of the semester. Instructors used the DACC Technology Rubric to complete the assessment. (A copy of this rubric may be found on the DACC website at <a href="https://www.dacc.edu/assessment/resource">https://www.dacc.edu/assessment/resource</a>.)</p> <p>It was found by the end of the semester in 2017 and 2018 that in BIOL 136 100% of students could successfully and independently use the microscope for the course and in BIOL 140 only 58% of students were able to independently</p>

	<p>and successfully use the technology. The reason for the large difference in success rates is that BIOL 140 requires the use of the oil immersion lens while BIOL 136 and 137 do not use this lens. Since BIOL 140 is the first time most students use this microscope technique, students need additional help. To increase the success rate of use of this technology, the instructor implemented an option in the Spring 2019 F and WH sections to have two opportunities to complete the microscope focusing assignment. If students could not focus the microscope the first time, they were allowed to complete the focusing assignment the following week. 44 students were assessed during the loop assessment. 6 of the 44 students could not focus the microscope during their first try. Those six were required to repeat the focusing assignment the next week. Two more students were successful the following week, leaving 4 that still could not focus the microscope, even after their second attempt. Therefore 4 of the 44 students (9%) could not focus the microscope by the end of the semester. Giving students a second opportunity to complete the microscope focusing assessment will increase their success rates. The instructor will continue to give students a second opportunity to complete their microscope focusing assessment and reevaluate the success rates.</p>
<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>Life science is essential to allied health fields and fields of science, as well as transfer-level courses. Life science education provides students with a foundation for future professional and academic success.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>The program now has a tutoring center with both faculty and peer tutoring. Life science has begun cohort style classes with microbiology and anatomy II, both in an 8 week format. A learning community was developed between Life Science/Speech. A new course was developed, BIOL 103, which provides a transfer level majors credit.</p>
<p style="text-align: center;"><b>REVIEW ANALYSIS</b></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>	

Indicator 1: Need	Response
<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 course transfer.</p> <p>The transfer Articulation Coordinator works closely with IAI staff to ensure that DACC courses up for review are updated to meeting 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 Catalog, Orientations, Mandatory Advisement, degree audits, and campus tours for local high school students.</p>
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
<p>2.1 What are the costs associated with this discipline?</p>	<p>Faculty salaries and benefits; lab equipment and supplies; staff and student workers; animal care; cadaver care.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Increase our course offerings with open education resources; encourage student safe-use of equipment.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Currently there are no additional resources needed. However, as technology advances in the field of life sciences our current equipment and materials will be evaluated and updated as necessary to keep the students' learning experience consistent with any advances.</p>
<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, 8 week, 5 week, night classes, web-hybrid
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?	The Office of Institutional Effectiveness collects and analyzes data for all of the formats.
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 reviews in 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 reviews 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?	Life Science is required for most degrees and certificates at DACC, and is integrated directly into the college's nursing program.
3.6 What does the discipline or department review when developing or modifying curriculum?	Requirements from IAI, ICCB, HLC, curriculum from 4-year schools, students' 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 Life Science curricula meeting.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i>	
Many of our students are coming into our programs with limited reading comprehension, lack of critical thinking skills, lack of motivation, and an inability to independently function in a college environment.	

***DATA ANALYSIS FOR ACADEMIC DISCIPLINES***

Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	BIOL 100				
<b>COURSE TITLE</b>	Life Science I				
<b>COURSE DESCRIPTION</b>	This is an introductory course in life science emphasizing scientific inquiry of selected topics. Topics include: the scientific method, ecology, animal behavior, and cellular biology. The course is designed for the non-science major students and is less theoretical and more practical for this reason. Biological, political, ethical, and social issues will be integrated throughout each topic. Students will be required to read current news articles, participate in class discussions, and be able to think critically about these concepts. Class meets 3 lecture hours, 2 lab hours. Prerequisites: Place into ENGL 101 and MATH 107. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: L1 900L				
	<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>	140	194	107	125	111
<i>CREDIT HOURS PRODUCED</i>	560	776	428	500	444
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	84	87	89	91	86
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	L1900L	L1900L	L1900L	L1900L	L1900L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates are showing that student are successfully completing this course at a sufficiently high rate. The course is intended to give students a glimpse into a general science course. Based on the level of achievement, it appears that both the course goals and delivery method are appropriate.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				

<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No. The success rates in each of the categories of disaggregated data were similar and ranged from 81-90%.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.</p> <p>The instructor is also planning to incorporate i-Clickers, new assignments and assessments, such as quizzes. Their use will be reviewed at the end of each semester for effectiveness and updated or discontinued as necessary.</p>
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Students are succeeding at a sufficiently high level in this course, and the success is consistent across all areas of diversity among the students. This reflects a course that is designed and taught well. As the need for changes arises, the course will be tailored to the need.</p>
<p><b>Resources Needed</b></p>	<p>No resources are currently needed other than the usual supplies for the course.</p>
<p><b>Responsibility</b></p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Full-time faculty and Deans</p>

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	BIOL 101
<b><i>COURSE TITLE</i></b>	Human Biology

<b>COURSE DESCRIPTION</b>	An introductory course in human biology emphasizing: cellular and organismal reproductive processes, transmissions and molecular genetics, evolution, and current political/ethical/social problems having a biological basis. Not for biology majors. Class meets 3 hours of lecture and 2 hours of lab per week. Prerequisites: Place into ENGL 101 and MATH 107. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: L1 904L				
	<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	19	13	34	33
<i>CREDIT HOURS PRODUCED</i>	136	76	52	136	132
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	82	89	92	85	85
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	L1904L	L1904L	L1904L	L1904L	L1904L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates are showing that student are successfully completing this course at a sufficiently high rate. The course is intended to give students a glimpse into a general science course. Based on the level of achievement, it appears that both the course goals and delivery method are appropriate.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No. The success rates in each of the categories of disaggregated data were similar and ranged from 80-93%.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b>  Please detail action steps to be completed in the future based on this review with a	Currently, the course is planned to be offered in the same manner in the future. As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such				

timeline and/or anticipated dates.	as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Students are succeeding at a sufficiently high level in this course, and the success is consistent across all areas of diversity among the students. This reflects a course that is designed and taught well. As the need for changes arises, the course will be tailored to the need.
<b>Resources Needed</b>	No resources are currently needed other than the usual supplies for the course.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<i>ACADEMIC DISCIPLINE AREA</i>	BIOL 102				
<i>COURSE TITLE</i>	Principles of Biology I				
<i>COURSE DESCRIPTION</i>	This is a one semester preparatory course for students planning to do further study in science. A wide variety of biological topics will be covered that will introduce students to fundamental concepts of biology including, but not limited to: cell structure and function, genetics, metabolism, etc. Class meets 3 lecture hours per week, and 2 lab hours. This class is the first semester in a sequence (including BIOL103) that can be used to transfer as a biology majors introductory course, but will also stand alone as a life science with a 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>	247	228	203	153	120



<i>CREDIT HOURS PRODUCED</i>	988	912	812	612	480
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	62	42	53	42	51
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	L1910L	L1910L	L1910L	L1910L	L1910L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	This course is an introductory course for those students wishing to pursue some are of science as a career. It is no longer a prerequisite and that is displayed in the drop in enrollment and the varying success rates in the class.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The data show that most of the student success rates are comparable falling in the range of about 50-55% with the exception of Black students, their success rates are significantly lower at around 38%				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue to attempt to identify at risk students and reach out to them to offer them the resources that they need to be successful in the course. These resources include: one-on-one meeting time with the instructor to discuss study habits and strategy, access to the science tutoring center, and online assistance through blackboard course tools.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Biological Sciences is a difficult discipline for many students and it often requires a tremendous time commitment, many students do not understand what is necessary for success in these classes. Part of the role of this class is to help prepare the students for the demands of major's level biological science courses. As such additional ways to assist the students in course work will continue to be added and assessed for effectiveness as needed.				
<b>Resources Needed</b>	No resources are currently needed				

<b>Responsibility</b>  Who is responsible for completing or implementing the modifications?	Dean and full-time faculty
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<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	BIOL 103				
<b>COURSE TITLE</b>	Principles of Biology II				
<b>COURSE DESCRIPTION</b>	This is the continuation of Principles of Biology I, this course is designed for those individuals pursuing a major in biology. Topics covered will include mechanisms of evolution, diversity of life, basic plant and animal physiology, and ecology. Class meets 3 lecture hours per week, and 2 lab hours. This class is the second semester in a sequence (including BIOL102) that can be used to transfer as a biology major's introductory course.				
	<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>				3	
<i>CREDIT HOURS PRODUCED</i>				12	
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>				100%	
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>				BIO910	
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	That data show that there is a high success rate in this class, which is to be expected as this class is targeted toward those students intending to go on as a science major.				

<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	There were no identifiable gaps in the data.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course will be assessed each semester it is taught to ensure that the assessment techniques used in the class are appropriate and if any gaps or issues are identified methods will be developed to help the students work through them.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	It makes sense that the success rate for this class is 100%, the students that enroll in it are science minded individuals and have a clear understanding of the work that is necessary to be successful in the class.
<b>Resources Needed</b>	None at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dean and full-time faculty

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	BIOL 104
<b><i>COURSE TITLE</i></b>	Animals and Society
<b><i>COURSE DESCRIPTION</i></b>	Animals and Society is a general course in which the process of scientific inquiry is explored using animals as a model system. The exploration of the animal kingdom will include a discussion on cellular

	structure/function, homeostasis, evolutionary theory, ecological relationships, reproductive strategies (sexual and asexual), basic heredity principles (DNA, RNA, Mendelian genetics), and a basic introduction to classification within the animal kingdom. An emphasis will be placed on economic, environmental, and symbiotic relationships with a focus on human interactions.				
	<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>	18	17	5	14	18
<i>CREDIT HOURS PRODUCED</i>	72	68	20	56	72
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	78	71	80	93	61
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	L1902L	L1902L	L1902L	L1902L	L1902L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	This class is designed for non-science majors, to give them an understanding of basic scientific concepts using animals as a model system. The data show that the majority of students are successful in the class which indicates that the course goals and delivery method for the course are appropriate.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	There are not significant differences among the disaggregated data, however there was a slight variation in success rates among black and Pell eligible students.				
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a	A plan is in progress to use more custom printed materials for the class in order to reduce the cost of taking the class which may allow the Pell eligible students greater access to resources. The instructor is reviewing and writing new labs in the summer and will be making use of open education resources the year or two after that.				

timeline and/or anticipated dates.	
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	This class is designed for non-science majors, to give them a better understanding of basic concepts associated with life. The level of the material taught and the expectations for the students appear to be appropriate for the students given that the success rates generally high for the students in this class.
<b>Resources Needed</b>	None at this time
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Dean and full-time faculty

<i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<i>ACADEMIC DISCIPLINE AREA</i>	BIOL 105				
<i>COURSE TITLE</i>	BIOL 105 Introduction to Environment				
<i>COURSE DESCRIPTION</i>	An introduction to the interdisciplinary study of the interrelationships of human and the natural world and their interactions. This study will include the scientific, social, ethical, political and economic aspects of environmental problems as we seek to discover solutions. It will examine the relationships and issues among the human population, all other living organisms, natural resources, land use, agriculture, biodiversity, industrialization and pollution.				
	<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>	89	100	105	126	146
<i>CREDIT HOURS PRODUCED</i>	267	300	315	378	438

<p>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</p>	78	75	76	80	76
<p>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</p>	L1 905	L1 905	L1 905	L1 905	L1 905
<p>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</p>	<p>The majority of the students are successfully completing the course with a C or better. Data also shows that students are being retained Fall to Spring semester at a rate of 76% over the past five years.</p>				
<p>WHAT DISAGGREGATED DATA WAS REVIEWED?</p>	<p>Student success rates were broken down based on the type of college student (traditional, dual-enrollment high school, &amp; correctional), individual student performance, gender, ethnicity and Pell eligibility.</p>				
<p>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</p>	<p>Male students performed 10 points below female students and African American students performed 13 points below the Hispanic population and 22 points below the Caucasian population. Pell eligible students performed 12 points below their non-Pell eligible counterpart.</p>				
<p><b>ACADEMIC COURSE REVIEW RESULTS</b></p>					
<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio, the M-SWIFT (Mentoring, Social Engagement, Wrap-Around Services, Intrusive Interventions, Financial Aid and Tracking) mentoring program, and meeting with students during instructors' office hours. Administration is also made aware of the gaps in achievement among student categories to determine if additional students' resources are necessary.</p>				
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Biological Science is a challenging topic for many students. While a large proportion of students are succeeding, there is always room to improve the course to increase the current success rate. The current instructor plans to add additional active learning techniques to help with student comprehension of the material. Additionally, the instructor will encourage students to seek support from the student resources that are currently available.</p>				

<b>Resources Needed</b>	No new resources are currently needed for this course.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The current instructors of this course will implement the necessary changes.

<i><b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b></i>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<i><b>ACADEMIC DISCIPLINE AREA</b></i>	BIOL 133				
<i><b>COURSE TITLE</b></i>	BIOL 133 Field Studies in Biology				
<i><b>COURSE DESCRIPTION</b></i>	A non-major environmental biology course that focuses on the interrelationships between humans and nature. Topics include general ecology, biodiversity, resources, pollution, global change, and environmental ethics. The laboratory component will consist of field work studies, conducted mostly outdoors at various locations around the Vermilion and Champaign County.				
	<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>	NA	NA	NA	NA	NA
<i>CREDIT HOURS PRODUCED</i>	NA	NA	NA	NA	NA
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA	NA	NA
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	L1 905L	L1 905L	L1 905L	L1 905L	L1 905L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	NA				

WHAT DISAGGREGATED DATA WAS REVIEWED?	NA
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	NA
<b>ACADEMIC COURSE REVIEW RESULTS</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	NA
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	NA
<b>Resources Needed</b>	NA
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	NA

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<b>ACADEMIC DISCIPLINE AREA</b>	BIOL 136
<b>COURSE TITLE</b>	Anatomy & Physiology I
<b>COURSE DESCRIPTION</b>	An introduction to anatomy and physiology with survey of the cell, tissues, introductory chemistry, and methods of transport across membranes. Systemic approach to anatomy and physiology with the



	skeletal followed by the muscular and nervous systems. Cadaver utilized for instruction. The lab is required for this course.  Prerequisite: Placement into Math 107 and ENGL101				
	<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>	312	267	250	256	222
<i>CREDIT HOURS PRODUCED</i>	1248	1068	1000	1024	888
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	49%	52%	49%	56%	60%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	A&P I is the first course in a sequence (of two) and is also an important prerequisite for all of DACC's health careers programs. Although our success rates appear low, this course does not have a prerequisite and we need to ensure that students have adequate preparation before moving on through the course sequence.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Gender, Race, Pell Grant Eligibility				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The student sub-population with the lowest success rates were Black students (41% success rate), as compared to other sub-populations that had success rates in the lower-50% to the mid-50% range. This trend is also seen in college-wide data and is an area of focus for improvement.				
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>					
<b>Intended Action Steps</b>  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				

<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	BIOL136 is functioning as expected. Students are achieving at an appropriate level. The course success rates reflect general trends across campus and are also comparable to other 2-year institutions. Any gaps will be addressed on an “as need” basis so that a solution can be tailored to individual student needs.
<b>Resources Needed</b>	Currently none
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The full-time faculty and the Dean of Math/Science

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	BIOL 137				
<b><i>COURSE TITLE</i></b>	Anatomy and Physiology II				
<b><i>COURSE DESCRIPTION</i></b>	A continuation of Part I of Anatomy and Physiology which includes the somatic and special senses; endocrine system; cardiovascular system; lymphatic system; digestive system; nutrition; respiratory system; urinary system; fluid, electrolyte, and pH balance; reproductive system. Human cadaver utilization in lab. Class meets 3 lecture hours per week, and 2 lab hours. Prerequisites: BIOL136 with a grade of C or better. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. Students may need time outside of class to study in the lab. Anyone taking BIOL 137 with BIOL 140 during the same semester should be a strong student with good study habits and adequate study time.				
	<b><i>YEAR 1</i></b>	<b><i>YEAR 2</i></b>	<b><i>YEAR 3</i></b>	<b><i>YEAR 4</i></b>	<b><i>YEAR 5</i></b>
<b><i>NUMBER OF STUDENTS ENROLLED</i></b>	244	238	203	206	176

<i>CREDIT HOURS PRODUCED</i>	976	952	812	824	704
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	56%	54%	53%	62%	67%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The success rate of A&P II students has been increasing in the past two years. Because A&P I, the pre-requisite course, is challenging, the students that enter A&P II are better prepared to succeed in this course. We want to set high educational standards in our A&P courses to ensure academic and professional success for our students in the allied health sciences.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Gender, Race, Pell Grant Eligibility				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The success rate for black students was 35%, while the other demographic groups' rates were in the 50-60% range. This is also seen throughout the college.				
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The TRIO student services offered by Danville Community College provides services, such as academic advisement, counseling for academic success, and tutoring. Also, mentors are assigned to new students. By expanding and improving these services, we hope to increase the success rate of our students.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	BIOL137 A&P II is functioning as expected. Students finish the course having learned the appropriate amount of information and skills. The course success rates reflect general trends across campus and are also comparable to other 2-year institutions. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.				

<b>Resources Needed</b>	None at the present time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The full-time faculty and the Dean of Math/Science

<i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<i>ACADEMIC DISCIPLINE AREA</i>	BIOL 140				
<i>COURSE TITLE</i>	Microbiology				
<i>COURSE DESCRIPTION</i>	Introductory principles of microbiology are explored through lecture, laboratory activities, and assignments. Morphology, metabolism, growth and control, antimicrobials, genetics, biotechnology, epidemiology, and the disease process are presented. Laboratory approach and medical application of material is emphasized.				
	<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>	143	121	137	138	127
<i>CREDIT HOURS PRODUCED</i>	572	484	548	552	508
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	68	76	86	73	69
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The goal of this course is to give students a sound foundation in the concepts of microbiology to prepare them for entry into an allied health field or a biology majors' field. Microbiology is a challenge biological				

	science course. The data shows that the majority of the students are successfully completing this course and are able to advance to their next set of courses.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Student success rates were broken down based on the type of college student (traditional, dual-enrollment high school, & correctional), individual student performance, gender, ethnicity and Pell eligibility.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Male students performed 4 points better than female students. Pell eligible performed 9 points better than non-Pell eligible. Caucasian students performed 6 points better than Hispanic and 16 points better than African American students.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b>  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio, the M-SWIFT mentoring program, and meeting with students during instructors' office hours. Administration is also made aware of the gaps in achievement among student categories to determine if additional student resources are necessary.
<b>Rationale</b>  Provide a brief summary of the review findings and a rationale for any future modifications.	Microbiology is a challenging topic for many students. While a large proportion of students are succeeding, there is always room to improve the course to increase the current success rate. The current instructor plans to add additional active learning techniques to help with student comprehension of the material. Additionally, the instructor will encourage students to seek support from the student resources that are currently available.
<b>Resources Needed</b>	No new resources are needed at this time.
<b>Responsibility</b>  Who is responsible for completing or implementing the modifications?	The instructor teaching this course will be responsible for implementing the new changes.

### *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>	BIOL 150				
<i>COURSE TITLE</i>	Botany				
<i>COURSE DESCRIPTION</i>	An introductory level course including labs designed around the basic principles of plant structure, growth, physiology, reproduction, evolution and genetics. The course will also investigate the economic and ecological importance of plants and the inter-relationship of plants and humans. Class meets for 3 hours of lecture and 2 hours of lab per week. Prerequisites: Place into ENGL 101 and MATH 107. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T]				
	<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>	12	13	9	12	71
<i>CREDIT HOURS PRODUCED</i>	48	52	36	48	284
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	75	92	89	100	92
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates are showing that student are successfully completely this course at a sufficiently high rate. Based on the level of achievement, it appears that both the course goals and delivery method are appropriate.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	There did not appear to be any gaps in the data. Students of all sub-populations were succeeding at similar levels (88-100% success).				

<i>ACADEMIC COURSE REVIEW RESULTS</i>	
<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Improvements to this course are being made by a new instructor. The labs are being redesigned to mirror the lecture more closely, homework assignments were developed to compliment the lecture and labs, assessments now include quizzes throughout the semester, and a digital picture bank has been compiled to assist students as they are learning material. Field trips to the University of Illinois solarium, student farms, or other local resources have been/will be used to enrich student learning.</p>
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Students in this course are achieving as expected. New materials are being developed, as previously described, to enhance students' learning and utilize more resources on campus and around the community. In the future, it is hoped that some plants and aquatic life may be developed in the greenhouse on campus for easier access to materials. Course materials are being adapted to incorporate the use of i-Clickers.</p>
<p><b>Resources Needed</b></p>	<p>Digital projection USB microscope is one piece of equipment that is hoped to be acquired through capital funds for use in lab and lecture. In general, this course would also require regular replenishing of lab and course supplies.</p>
<p><b>Responsibility</b></p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Full-time faculty and Deans</p>

<i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i>	
<p>Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>	
<p><b>ACADEMIC DISCIPLINE AREA</b></p>	<p>GSCI 100</p>
<p><b>COURSE TITLE</b></p>	<p>Simply Science</p>
<p><b>COURSE DESCRIPTION</b></p>	<p>This introductory general science class focuses on the scientific thought process (scientific method) and basic science concepts to build a solid foundation of science knowledge in preparation for transfer-level science courses. Students will attain effective learning strategies and study skills</p>

	as they gain scientific confidence. Individual responsibility and accountability are emphasized through homework, in-class assignments, teamwork, and class participation. Topics covered include an overview of science disciplines, scientific method and experimental design, metric system and measurements, matter, basic chemistry, movement processes, cells, mitosis and meiosis. Labs provide hands-on practice of the scientific method, data gathering, experimental design, and analysis. Class meets 3 lecture hours per week, and 2 lab hours. Class size is limited to guarantee individual attention and to promote active participation.				
	<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	10	4	10	6
<i>CREDIT HOURS PRODUCED</i>	92	40	16	40	24
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	57	50	50	70	83
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data are showing that the success rates have improved over the last couple of years. This is due to the instructor consistently working with students, more available tutoring resources (such as the Math And Science Solutions, MASS, tutoring center) and review of teaching methods each year.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	This course does not have high success rates in the sub-populations, which is also seen in the basic pass rates. No one group stands out, perhaps reflecting the general level of the students taking this course.				
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>					
<b>Intended Action Steps</b>	Based on low enrollment this course will no longer be offered after the spring semester in 2019.				



Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	While success rates are improving, this course will no longer be offered due to low enrollment.
<b>Resources Needed</b>	None.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	GSCI 105				
<b>COURSE TITLE</b>	Human Body Structure and Function				
<b>COURSE DESCRIPTION</b>	Basic study of the Anatomy and Physiology of the human body with survey of cells and tissue. Systemic approach to Anatomy and Physiology of the body systems. Class meets 3 lecture hours per week, and 2 lab hours. [C]				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	30	23	35	27	19
<b>CREDIT HOURS PRODUCED</b>	90	69	105	81	57

SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	87	87	77	85	89
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students in this course are learning basic anatomy. Their success rates are sufficiently high for a course of this nature and will allow them to use this information in other courses requiring this class as a prerequisite.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Course success rates, individual student performance, gender, ethnicity and low income students				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	This course did not have any large gaps. In general, a larger number of female students took the course compared to male. This may be a result of the courses that GSCI 105 feeds into. As is consistent with the student population, the Black and Hispanic sub-populations were lower than others. The success rates of each group were comparable (81-88%); however, the male sub-population's success rates were slightly lower at 65%.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	To enhance students' learning and experience in the course, the instructor is reworking class materials and homework. These materials are currently being developed and will be informally evaluated and updated as necessary.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Students are passing this course as expected. However, improvements to materials are being made to increase the success rates for this course. Future modifications include development of assignments and materials as previously described.				
<b>Resources Needed</b>	Other than general course supplies, no resources are currently needed.				

<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans
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<b><i>ACADEMIC DISCIPLINES</i></b>	
<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2018
<i>DISCIPLINE AREA:</i>	Physical Sciences
<b><i>REVIEW SUMMARY</i></b>	
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><b>Program Objectives</b> What are the objectives/goals of the discipline?</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate effective communication skills through written, oral and/or multimedia reports. These skills will include use of proper symbolic expressions and arguments, relevant vocabulary, and appropriate support for claims.</li> <li>2. Students will exhibit critical thinking skills by way of scientific reasoning. These skills will be demonstrated by one or more of the following: (1) identifying and interpreting essential information from reading selection, (2) performing and designing, (3) using deductive and inductive reasoning to arrive at and support a conclusion, and (4) using mathematical methods to solve problems.</li> <li>3. Students will demonstrate an appropriate level of competence in technology through laboratory activities or projects.</li> <li>4. Students will effectively participate in team projects in which the students may practice skills such as defining roles, planning projects, developing reports, and evaluating effectiveness of team work.</li> </ol>
<p>To what extent are these objectives being achieved?</p>	<p>Program objectives are being met as demonstrated by regular assessment of student homework, laboratory work, written exams, and special projects, and the annual program review done by faculty. The annual program review often utilizes the DACC General Education Rubrics to collect data. These rubrics are available on the DACC website at: <a href="https://www.dacc.edu/assessment/resource">https://www.dacc.edu/assessment/resource</a>.</p> <p><u>Example assessment:</u> The Physical Sciences program assessment for 2018-2019 academic year focused on looking at the DACC General Education Outcome of Cultural and Social Awareness in the Physical Science Courses. The DACC rubric was used in the assessment. The rubric has four categories: Cooperation, Professional or Ethical Behavior, Personal Understanding/Point of View, and Cultural Understanding. Culture can be defined as the culture within a professional area, such as how scientists are expected to record data.</p>

The students are ranked at the following levels: 1-Low Awareness, 2-Awareness, 3-Understanding or 4-Using/Benefiting from.

The program outcome assessed was:

Students will effectively participate in team projects in which the students may practice skills such as defining roles, planning projects, developing reports and evaluating the effectiveness of team work.

Each course has its own way of incorporating this outcome into their materials. For this assessment, CHEM 101 lab and PHYS 142 were assessed. CHEM 101 looked at the culture of science, in general, and how the students' progress in their knowledge of how we work together to obtain data from experiments, report the results and analyze the results. PHYS 142 assessed a project that has students working in groups and presenting a scientific topic to promote knowledge and awareness to the other students.

Between the three courses 93 students were included in this assessment. The assessments for these three courses were given later in the semester. At this point, students have repeatedly worked in groups, heard how science relates to the world around them and also how scientists responsibly take data and analyze the results. Since the majority of these students are first-year students at DACC, we would not yet expect them to achieve at the top level in the assessed categories, but would expect the majority of the students to at least have an understanding of the assessed categories. The results reflect these expectations. More than 75% of the students were ranked as understanding or benefiting from in each of the categories assessed.

The two lowest categories were Cooperation (80% understanding and above) and Personal Understanding/Point of View (75.27% understanding and above). This shows that students are still developing their abilities to work well in groups, to improve their personal understanding and apply others' points of view. As a result of the assessment, the courses decided on the following actions. CHEM 101 will design a standardized form for students to follow when recording their data. This will guide students in the proper "culture" of how scientists take data. PHYS 142 will change how groups are formed by making the groups student-selected. Students may be removed from a group for not contributing to the work, and the instructor will provide information earlier in the semester about productive ways to work as a team. The courses will be assessed in the following year to monitor the effects of these changes.

<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>Physical sciences are essential to all STEM fields. Multiple other programs, including the health professions and the pre-engineering program depend on the physical science courses as prerequisite courses. In addition, these courses also can be used to fulfill science elective requirements for students needing it for their non-science degree, so these courses benefit many other students in the college, including things like business and elementary education.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>We have added new hybrid (online/live) versions of introductory chemistry courses. We have increased the number of chemistry faculty. We incorporated a tutoring center for mathematics and science.</p>
<p><b>REVIEW ANALYSIS</b></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><b>Indicator 1: Need</b></p>	<p><b>Response</b></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>Faculty members often serve on IAI panels and thereby keep abreast of the need for programmatic changes. 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.</p> <p>The CAO, deans and director of institutional effectiveness regularly attend conferences and meetings to remain current in developments in the various disciplines and larger academic community. Faculty and staff review their courses and materials to keep content current to the changing scientific fields. All changes must be submitted to the Office of Instruction and Academic Affairs team for review and approval. Physical Science Faculty serve on these committees and others.</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, campus tours for locals high school students and the Engineering Lunch for prospective and current students and alumni.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	
<p>2.1 What are the costs associated with this discipline?</p>	<p>Faculty salaries and benefits, supplies, conferences, field trips</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>The courses offered for this program currently are considered to be running at their most cost-effective. This is a continued goal that is</p>

	monitored through reviewing and developing methods to improve retention and success rates.
2.3 Is there a need for additional resources?	Other than the basic supplies for class and lab, no additional resources are needed to run this program.
<b><i>INDICATOR 3: QUALITY</i></b>	<b><i>RESPONSE</i></b>
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Courses are available as in-person, web-hybrid, online, 16-week, 8-week, and 12-week delivery methods. Courses are available that incorporate online components, such as online only and web-hybrids. Blackboard and online educational resources are used in most courses. Some courses also utilize team teaching methods.
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 this data is done by instructors and the Office of Institutional Effectiveness.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The Division Dean annually reviews full-time instructors. The Division Dean or Lead Instructor review part-time faculty each semester.
3.4 How does the discipline identify and support at-risk students?	Multiple evaluations are completed to measure student progress throughout the semester. 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?	Science degrees require multiple physical science courses. We continually compare the needs of these programs to the instruction and material provided in the foundation courses. In addition, the general elective science courses are commonly taken by many students throughout the college.
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 reviews of educational methods.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Instructors meet to discuss changes and improvements to address these issues, and these changes are implemented going forward. For example, production of a hybrid chemistry class addressed student schedule needs to improve low retention/success. Adjustments to delivery or time spent on difficult or key topics have also been made to courses.
<b><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i></b>	
Student resources or schedules. Some courses have difficulties with sufficient numbers of students enrolling. Some courses have extensive mathematical prerequisites that the students do not meet well.	

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	CHEM 100				
<b>COURSE TITLE</b>	Introduction to Chemistry				
<b>COURSE DESCRIPTION</b>	<p>A one-semester introductory course in basic concepts and language of chemistry for the non-science major. Fundamentals of inorganic and organic chemistry with applications to everyday life. Face-to-Face class meets for 3 hours of lecture and 2 hours of lab per week. Hybrid course is taught with an online lecture and meets 3 hours per week--2 hours for lab and an hour for questions and testing. Lectures for the Hybrid sections use the same slides as the Face-to-Face course with a lecture recorded over it.</p> <p><b>Notes</b> A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab.</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>	47	37	25	31	37
<i>CREDIT HOURS PRODUCED</i>	188	148	100	124	148
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	89	68	72	68	84
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P1902L	P1902L	P1902L	P1902L	P1902L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The success rate for this course are consistent with what is expected of the students. Course goals require students to learn the use of basic chemistry principles as they apply to the laboratory and everyday life.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The student sub-population with the lowest success rates were Black students (50% success rate), as compared to other sub-populations that had success rates in the upper-60% to the mid-80%. While this is true in CHEM 100, it also is seen in college-wide data and is an area of focus				



	for improvement. In this course the rate is somewhat exaggerated due to the lower number of Black students that took the course. As a result, any gap is amplified.
<b>ACADEMIC COURSE REVIEW RESULTS</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	CHEM 100 is functioning as expected. Students are achieving at an appropriate level. The course success rates reflect general trends across campus. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.
<b>Resources Needed</b>	None are currently required.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	CHEM 101				
<b>COURSE TITLE</b>	General Chemistry I				
<b>COURSE DESCRIPTION</b>	The first semester of a two-semester sequence in College Chemistry for students in science and engineering. The topics include principles of atomic structure, bonding, stoichiometry, chemical equations, ideal gas laws, solutions and colloids, and oxidation-reduction. Class meets for 3 hours of lecture and 3 hours of lab per week. Prerequisites: Place into MATH 111; CHEM 100 or its equivalent is recommended but not required. The hybrid course uses recorded lectures mirroring the face-to-face section and meets for an hour each week and 3 hours of lab per week. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] <b>IAI:</b> CHM 911 and P1 902L, but this course may satisfy requirements for other courses including: P1 902L, EGR 961, BIO 906, CLS 906, NUR 906.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	73	67	81	70	69

<i>CREDIT HOURS PRODUCED</i>	292	268	324	280	276
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	77	88	72	80	74
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	CHM911, P1902L	CHM911, P1902L	CHM911, P1902L	CHM911, P1902L	CHM911, P1902L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data are showing that students are successfully completing this course at an expected level. Students taking this course should be prepared to move onto CHEM 102 or take higher level science lab courses. Over 70% of the students in the course over the last five years completed the course with a C or better, which allows them to take the next course or to transfer this course to another college or university.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	As seen in CHEM 100 and college-wide, the success rates of the Black student sub-population was lowest of the areas reviewed. For CHEM 101 the Black student success rate was 50%, with all other areas being higher than 68%.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours. Other modes of teaching were also developed for CHEM 101, such as a web-hybrid and a two day per week lecture, to help reach other student populations and student scheduling needs.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Students in CHEM 101 are succeeding at an expected rate. Students are achieving at an appropriate level. The course success rates reflect general trends across campus. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs. DACC also recently hired a second full-time instructor to provide more sections with different scheduling options. This allows students to take CHEM 101 in either the fall or spring semesters and then take CHEM 102 in the following semester. Before this hire, students only had the option to take CHEM 102 in the spring. Having this second instructor may also make way for having other CHEM 101 course offerings.				

<b>Resources Needed</b>	Other than updating any needed lab equipment, no resources are required at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	CHEM 102				
<b><i>COURSE TITLE</i></b>	General Chemistry II				
<b><i>COURSE DESCRIPTION</i></b>	This is the second semester of a two-semester sequence in College Chemistry for students in science and engineering. The topics include descriptive chemistry of the metals and nonmetals, coordination complexes, qualitative analysis, kinetics, ionic equilibrium, solubility product and organic chemistry. Class meets for 3 hours lecture and 3 hours lab per week. Prerequisites: CHEM 101 (with a C or better). Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: CHM 912 but this course may satisfy requirements for other courses including: BIO 907, NUR 907, EGR 962.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b><i>NUMBER OF STUDENTS ENROLLED</i></b>	49	35	34	38	22
<b><i>CREDIT HOURS PRODUCED</i></b>	196	140	136	152	88
<b><i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i></b>	88	86	85	84	86
<b><i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i></b>	CHM912	CHM912	CHM912	CHM912	CHM912
<b><i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i></b>	Students are expected to take their knowledge from CHEM 101 and apply it to more complex areas of chemistry. Based on the success rates, students are achieving at an even higher level in CHEM 102. Often this				

	is due to the type of student needing CHEM 102, as well as students being familiar with how to appropriately study for the course.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The lowest success rates for this course are from the Hispanic (40%) and Black (67%) sub-populations. In CHEM 101 the lowest gap was for the Black sub-population, which shows that if the student was able to achieve in CHEM 101, they were more likely to pass CHEM 102. The gap in the Hispanic population does not follow college-wide trends and indicates an area of improvement.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Students achieved at an expected level in this course. Courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Students in CHEM 102 are succeeding at an expected rate. The course success rates reflect general trends across campus, with the exception of the Hispanic sub-population. As there are several tutoring resources on campus, students can be referred to those when necessary. Any other gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.
<b>Resources Needed</b>	Other than updating any needed lab equipment, no resources are required at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	CHEM 133
<b><i>COURSE TITLE</i></b>	Organic Chemistry I
<b><i>COURSE DESCRIPTION</i></b>	This course is the first semester of a two-semester sequence in Organic Chemistry for students pursuing chemistry, biochemistry, medical or engineering professions. Topics covered are meant to build basic skills and knowledge in nomenclature, functional groups, molecular structure and analysis, reactivity and synthesis. Laboratory is required and covers

	the general techniques needed in organic synthesis and spectroscopic analysis methods. 3 lecture hours, 4 lab hours. Prerequisites: CHEM 102. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: CHM 913. This course may satisfy requirements for other courses including: EGR 963 BIO 908 NUR 908.				
	<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>	8	3	8	6	6
<i>CREDIT HOURS PRODUCED</i>	40	15	40	30	30
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	50	100	88	100	100
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	CHM913	CHM913	CHM913	CHM913	CHM913
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	In general, students are maintaining a high level of achievement. For the most part, students taking this course are well-prepared for the high demands of organic chemistry. The high success rates are also due to the low numbers of students in the course, which means they have a larger amount of individualized teaching and an easier time at identifying issues in their understanding. As a result of the instructor-to-student ratio and type of student, it is expected that students taking this course succeed at a high level.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The gaps in the data mirror the general gaps in student success on campus. The Black student sub-population is the lowest success rate of the reviewed data.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Student success in this course is higher than expected. Often this is due to the type of student taking this course.  As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				

	Over the years, the number of students taking this course has increased due to the fact that the course is still somewhat new to our campus. The increased enrollment is due to students, faculty and advising staff awareness of the course. If the need for more sections or alternative delivery methods arises, then instructors will shift their focus to providing what is necessary to meet student needs. Currently, there does not appear to be a need for more course offerings.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	This is a highly specialized course, as it is only taken by students that are transferring as a science major, pre-med, pre-pharmacy, etc. As a result, its offerings are highly dependent on student need. This also skews any data from the course. However, in the last several years the student enrollment increased due to awareness that this course is offered. Students taking CHEM 102 are encouraged by the instructors to take CHEM 133 at DACC if it is needed for their transfer degree. If the need for more course offerings arises, then instructors will develop what is necessary. Currently, there does not appear to be a need for this.
<b>Resources Needed</b>	Other than usual course supplies, there are not any needed resources at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	CHEM 134				
<b>COURSE TITLE</b>	Organic Chemistry II				
<b>COURSE DESCRIPTION</b>	This course is the second of a two-semester sequence in Organic Chemistry for students pursuing chemistry, biochemistry, medical or engineering professions. Topics covered include nomenclature, molecular structure, reactivity and synthesis, with some extra emphasis on spectroscopy and applications to biological chemical reactions. Laboratory is required and offers more complex reactions than CHEM 133 through the use of more sensitive reagents and multi-step reactions. Course consists of 3 lecture hours and 4 lab hours. Prerequisites: CHEM 133 with a C or better. [T] IAI: CHM 914				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	3	3	3	2	4

<i>CREDIT HOURS PRODUCED</i>	15	15	15	10	20
<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>	CHM914	CHM914	CHM914	CHM914	CHM914
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	In general, students are maintaining a high level of achievement. For the most part, students taking this course are well-prepared for the high demands of organic chemistry. The high success rates are also due to the low numbers of students in the course, which means they have a larger amount of individualized teaching and an easier time at identifying issues in their understanding. As a result of the instructor-to-student ratio and type of student, it is expected that students taking this course succeed at a high level.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The Black student sub-population was not represented in this data. This may be indicative of the sub-population not entering careers that require this course. It also reflects the lower success rate from the prerequisite course, CHEM 133. This course, in general, has lower enrollment. This can be attributed to some students not needing CHEM 134 for their majors, a lower number of transferring science students, and the success rates of some students.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Maintaining students' awareness of the fact that CHEM 134 is offered at DACC is important. Advisers and instructors will continue to work together to help students plan their course work for transfer. As always, general review of the course is done by the instructor to keep the course current in terms of scientific advancements and best teaching practices.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	This is a highly specialized course, as it is only taken by students that are transferring as a science major, pre-med, pre-pharmacy, etc. As a result, its offerings are highly dependent on student need. This also skews any data from the course. However, in the last several years the student enrollment increased due to awareness that this course is offered. Usually only half of the students taking CHEM 133 need CHEM 134 for their major, which is why the enrollment is usually about half of that of CHEM 133.				

	If the need for more course offerings arises, then instructors will develop what is necessary. Currently, there does not appear to be a need for more course offerings.
<b>Resources Needed</b>	Other than usual course supplies, there are not any needed resources at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	PHYS 101				
<b><i>COURSE TITLE</i></b>	Physics-Mechanics/Heat				
<b><i>COURSE DESCRIPTION</i></b>	PHYS 101 is the first semester of a two-semester course in introductory physics for science majors/health career students which discusses kinematics, forces, energy and heat. The class meets for four one-hour lecture periods and 2 one two-hour labs each week. Prerequisites: Placement into MATH 120 (Calculus & Analytic Geometry) with approved and documented math placement test scores or by completing MATH 111 (College Algebra) and MATH 114 (Trigonometry) with a grade of C or better. Notes: A lab is required for this course. [T] IAI: P1 900L				
	<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>	8	4	4	9	7
<i>CREDIT HOURS PRODUCED</i>	40	20	20	45	35
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	88%	100%	100%	89%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P1 900L	P1 900L	P1 900L	P1 900L	P1 900L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors				



	will continue to work together to help students plan their course work for transfer.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. This year's student's survey shows that the curriculum was implemented successfully. This is in line with the goals of the program. In general, students are keep maintaining a high level of their achievement.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Due to the local demographic profiles, which is out of the instructor's control, the enrollment for up-level STEM class is very low. Some non-traditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: <b>(1)</b> Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. <b>(2)</b> Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. <b>(3)</b> The open admission policy of community colleges requires this kinds of flexibility and the small class size makes the flexibility possible.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Every year, the department revises courses syllabi and course outlines. This year, the department also did the closing the loop, course outcomes worksheet, and the credit hour verification worksheet. These reviews were taken on: <b>(1)</b> to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, <b>(2)</b> to better align with the "after transferring" studies based on alumni experiences within their work force.
<b>Resources Needed</b>	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

**DATA ANALYSIS FOR ACADEMIC DISCIPLINES**

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

<b>ACADEMIC DISCIPLINE AREA</b>	PHYS 102				
<b>COURSE TITLE</b>	Physics-Wave Motion/Electricity/Optics				
<b>COURSE DESCRIPTION</b>	PHYS 102 is the second semester of a two-semester course in introductory physics for science majors/health career students. The topics covered are: Wave Motion, Electric Charge, Electric Current, Magnetism, Optics, the Nucleus and Quantum Physics. The class meets for four one-hour lecture periods each week and two one two-hour lab. Prerequisites: PHYS 101 (Physics-Mechanics/Heat) with a C or better. Notes: A lab is required for this course. [T] IAI: MTM 902				
	<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>	5	4	4	4	4
<i>CREDIT HOURS PRODUCED</i>	25	20	20	20	20
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	75%	100%	100%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	MTM 902	MTM 902	MTM 902	MTM 902	MTM 902
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors will continue to work together to help students plan their course work for transfer.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.				

<p><i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i></p>	<p>Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. This year's student's survey shows that the curriculum was implemented successfully. This is in line with the goals of the program. In general, students are keep maintaining a high level of their achievement.</p>
<p><b><i>ACADEMIC COURSE REVIEW RESULTS</i></b></p>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Due to the local demographic profiles, which are out of the instructor's control, the enrollment for up-level STEM class is very low. Some non-traditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: <b>(1)</b> Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. <b>(2)</b> Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. <b>(3)</b> The open admission policy of community colleges requires this kind of flexibility and the small class size makes the flexibility possible.</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Every year, the department revises courses syllabi and course outlines. This year, the department also did the closing the loop, course outcomes worksheet, and the credit hour verification worksheet. These reviews were taken on: <b>(1)</b> to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, <b>(2)</b> to better align with the "after transferring" studies based on alumni experiences within their work force.</p>
<p><b>Resources Needed</b></p>	<p>Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>Full-time faculty and Deans</p>

<p><b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>	
<p><b><i>ACADEMIC DISCIPLINE AREA</i></b></p>	<p>PHYS 106</p>
<p><b><i>COURSE TITLE</i></b></p>	<p>Physics - Mechanics</p>
<p><b><i>COURSE DESCRIPTION</i></b></p>	<p>An introduction for engineering, physics, mathematics, and chemistry students to kinematics, forces, energy, and circular motion. The class consists of lecture, demonstrations, and laboratory. Class meets for 4 hours of lecture and 2 hours of lab per week.</p>

	<b>Notes</b> A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [ T ] IAI: <u>P2 900L</u> <u>EGR 911</u> <u>MTH 921</u>				
	<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	9	9	8	4
<i>CREDIT HOURS PRODUCED</i>	52	36	36	32	16
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	38	67	89	88	75
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P2 900L ENG 911 MTH 921	P2 900L ENG 911 MTH 921	P2 900L ENG 911 MTH 921	P2 900L ENG 911 MTH 921	P2 900L ENG 911 MTH 921
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates for PHYS 106 have varied considerably over the past 5 years but seem to be settling around the 80% mark for the past 3 years. One possible reason for this is that class numbers have dropped so that the student to teacher ratio has worked in the students favor. Students are exposed to much more one on one interaction with teachers.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Success rates for Female students (57%) and for Black students (50)% are much lower than for Male students (69%) and White Students (73%). However, enrollment for both Female and Black students are significantly lower than the other groups.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Students in PHYS 106 are succeeding at an expected rate. Students are achieving at an appropriate level. The course success rates reflect general trends across campus. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.				
<b>Resources Needed</b>	None				
<b>Responsibility</b>	Full-time faculty and Deans				

Who is responsible for completing or implementing the modifications?	
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***DATA ANALYSIS FOR ACADEMIC DISCIPLINES***  
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

<b><i>ACADEMIC DISCIPLINE AREA</i></b>	PHYS 107				
<b><i>COURSE TITLE</i></b>	Physics - Heat/Magnetism				
<b><i>COURSE DESCRIPTION</i></b>	<p>PHYS107 is the second course in a three-semester introductory physics sequence for the engineering and science student. The typical student enrolling in this course will later transfer to a four-year college or university to continue their studies toward a baccalaureate degree in a scientific field.</p> <p><b>Notes</b> A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [ T ] <b>IAI: <u>EGR 912</u> <u>PHY 912</u></b></p>				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b><i>NUMBER OF STUDENTS ENROLLED</i></b>	9	4	6	2	6
<b><i>CREDIT HOURS PRODUCED</i></b>	36	16	24	8	24
<b><i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i></b>	67	75	17	50	50
<b><i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i></b>	PHY912 EGR912	PHY912 EGR912	PHY912 EGR912	PHY912 EGR912	PHY912 EGR912
<b><i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i></b>	Success rates for PHYS 107 range wildly. Low enrollment coupled with a highly abstract mathematical subject matter tend to exaggerate the difficulty of the class.				
<b><i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i></b>	Course success rates, individual student performance, gender, ethnicity and low income students				
<b><i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i></b>	Black students seem to have lower success rates. But this is based on two students. Once succeeded and another did not. No conclusions can be drawn from this data.				

***ACADEMIC COURSE REVIEW RESULTS***

<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	As always, courses are improved each semester based on needs the instructor identifies. The gaps identified in the course will be addressed as needed by pointing students to resources on campus, such as the Math And Science Solutions (MASS) tutoring center, Trio and meeting with students during instructors' office hours.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Students in PHYS 107 are succeeding at an expected rate. Students are achieving at an appropriate level. The course success rates reflect general trends across campus. Any gaps will be addressed on an "as need" basis so that a solution can be tailored to individual student needs.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	PHYS 108				
<b>COURSE TITLE</b>	Physics-Wave Motion/Optics/Modern Physics				
<b>COURSE DESCRIPTION</b>	The third semester of the three-semester introductory physics sequence for the engineering and science students. The typical student in this course will transfer to a four-year university for a degree in engineering or technology. 3 lecture hours, 2 lab hours.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	6	3	1	1	3
<b>CREDIT HOURS PRODUCED</b>	24	12	4	4	12
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	100	100	100	100	100
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	EGR 914 PHY 914	EGR 914 PHY 914	EGR 914 PHY 914	EGR 914 PHY 914	EGR 914 PHY 914

<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	PHYS 108 has enjoyed a 100% pass rate for the past five years. Students are very successful in meeting the course goals. This is largely a result of the fact that PHYS 108 is the third in a three course sequence, so in general only students who have already (twice) demonstrated the ability and desire to be successful in calculus based physics enter PHYS 108. However, with no failures in the past five years, there are no identifiable concerns.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	N/A: No failures, so all groups possible for cross-cuts would have the same 100% pass rate.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We recently swapped some course assignments to have the instructor with extensive nuclear engineering background teach modern physics. However, as there were not concerns before with pass rate, this is merely seen as possibly producing a better course experience, not correcting any prior serious concerns. Low enrollment remains a significant concern, but we are attempting to address this by increasing enrollment in earlier physics classes.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Increasing enrollment in earlier physics classes might increase enrollment in this course. With a 100% pass rate across all demographics, it seems prudent to continue most aspects of the course as they already are.
<b>Resources Needed</b>	Other than lab supplies, none. Very few lab supplies are consumed, so no significant resource needs are anticipated in the near future.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	PHYS 114
<b><i>COURSE TITLE</i></b>	Physical Geology
<b><i>COURSE DESCRIPTION</i></b>	An introduction to basic geologic principles from a physical perspective. Includes coverage of minerals and rocks, Earth's surface processes and landform development, and Earth's internal processes. Designed for non-science majors and recommended for education majors. Integrated lab and lecture. Class meets 3 lecture hours per week, and 2 lab hours.

	Prerequisites: Place into ENGL 101 and MATH 108. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: P1 907L				
	<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>	5		11	5	4
<i>CREDIT HOURS PRODUCED</i>	20		44	20	16
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100		100	100	100
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P1907L		P1907L	P1907L	P1907L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Students taking the course were successful. The integrated lab and lecture provides a more hands-on approach to learning the material which appears to be a successful teaching methodology.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Smaller numbers of Black and Hispanic students took the course. All students were successful, so the focus would be on looking at ways to increase the enrollment of those sub-populations of students.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course will continue to be offered as is needed and in the manner in which it is taught. Based on current results, the teaching methods are working well for this course. Since geology is taught by a part-time instructor, the course is offered somewhat based on the instructor's availability. As such, an increase in enrollment is not expected.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Currently, the students taking this course are successful. While this is true, this course has low enrollment since it is only offered during the summer. Based on our current resources, this course and its offerings are not planned to change in the future.				
<b>Resources Needed</b>	Other than the general course and lab supplies, no resources are currently needed.				
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans				



<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	PHYS 141				
<b>COURSE TITLE</b>	Physical Science I				
<b>COURSE DESCRIPTION</b>	<p>This course emphasizes fundamental principles in the fields of physics and chemistry, the importance of these principles, and their influence on modern life. PHYS 141 is for the non-science major. Class meets 5 hours per week and is primarily a lecture-based course with 1 lab weekly.</p> <p><b>Notes</b> A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab.[T] IAI: <u>P9 900L</u></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>	161	127	59	42	37
<i>CREDIT HOURS PRODUCED</i>	644	508	236	168	148
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	76	83	81	76	65
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P9 900L	P9 900L	P9 900L	P9 900L	P9 900L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates for PHYS 141 are good.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No identifiable gaps.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	PHYS 141 will incorporate Blackboard as a way to communicate assignments, solutions to problem sets and laboratory activities.				

<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	All groups are showing success rates of approximately 70% and above.
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	PHYS 142				
<b>COURSE TITLE</b>	Physical Science II				
<b>COURSE DESCRIPTION</b>	PHYS 142 is an introductory course in geology, meteorology and astronomy. Emphasis is placed on the basic concepts of these sciences for a better understanding of the earth, atmosphere, and the universe. The course is taught using active and cooperative learning techniques. Students will be expected to work in teams to produce several projects. For non-science majors. Class meets for 3 hours of lecture and 2 hours of lab 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>	34	40	120	119	47
<i>CREDIT HOURS PRODUCED</i>	134	160	480	476	188
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	97	95	89	91	81
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P9 900L	P9 900L	P9 900L	P9 900L	P9 900L
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	PHYS 142 is intended to be a science elective for non-science majors. The goal is to make science interesting and accessible without requiring a significant background in mathematics, physics, or chemistry. With a success rates quite high, it appears that overall this goal is being met.				

<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Differentiation by gender, ethnicity, traditional vs. prison populations, and Pell or non-Pell eligible students is analyzed, but without any multiple regression analysis done. No available subpopulation group has a significantly different pass rate than any other. Pass rates range from 87% to 92%.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No multiple regression analysis is performed, but sample sizes are not large enough for this to produce meaningful results.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The recent drop in success rate is a concern, but there is not sufficient data to indicate it is anything other than a small number of students making choices that brought them below the passing requirements. This pass rate will be watched extremely closely in following semesters, and if there is a trend lasting more than one year, changes will be made.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	With no college courses as prerequisites for this course, the biggest issue with student success is general college issues, not course specific issues. For instance, some students are not prepared for the expectations of a college course vs. a high school course. The recent drop is of a small population size, and it demonstrates that individual students have expectations for success in the course. That is, a uniformly high pass rate of a large number of individuals might indicate no one <i>can</i> fail, which would not be good in terms of expecting high quality college standards in the course.
<b>Resources Needed</b>	No special resources needed, just basic
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	PHYS 143
<b><i>COURSE TITLE</i></b>	Introduction to Astronomy
<b><i>COURSE DESCRIPTION</i></b>	This course is a one-semester college level course in introductory astronomy. The course explores a broad range of astronomy topics, concepts, and principles, and presents information in four major areas: the night sky, the life cycle of stars, the universe of galaxies, the history of the universe, and the origin, characteristics, and evolution of the solar system. Throughout the course, special emphasis is placed on the

	scientific evidence that astronomers use to support their conclusions, and how astronomers have come to know what they know about the universe. Presentations via CD-ROM feature leading practitioners, theoreticians, and academics in the fields of astronomy, planetary science, and astrophysics, who describe and explain celestial objects and events. Also presented via CD-ROM You-Tube, NASA links are scientifically accurate three-dimensional animations and computer graphics, as well as inclusion of the latest images from NASA, JPL, Earth-based telescopes, space observatories, and the Hubble Space Telescope.				
	<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>	46	58	67	78	95
<i>CREDIT HOURS PRODUCED</i>	138	174	201	234	285
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	89	72	76	73	72
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	P9106	P9106	P9106	P9106	P9106
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Success rates for PHYS 143 are in the mid 70% range. Students enrolling in the course are usually successful. No difference is evident between low-income students and other students. This is significant because PHYS 143 is an online course and technology to access the course does not appear to be a barrier.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Course success rates, individual student performance, gender, ethnicity and low income students				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Black students and Hispanic students showed lower success rates as a whole as compared to White students.				
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The cause of the discrepancy may be due to the use of cell phones among this group. The introductory material in the course will be adjusted to explain which technologies would be best to use and discuss the availability of computer labs here on campus.				
<b>Rationale</b> Provide a brief summary of the review findings and a	The choice of preferred technology to access the course seems to be the only factor.				

rationale for any future modifications.	
<b>Resources Needed</b>	None
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	PHYS 152				
<b><i>COURSE TITLE</i></b>	Applied Mechanics-Statics				
<b><i>COURSE DESCRIPTION</i></b>	This course includes the fundamental concepts of Newtonian mechanics to the statics of particles and rigid bodies in two dimensional and three dimensional space. It covers mathematical analysis of forces and their equilibrium in structural members and forces due to friction; calculation at center of gravity, centers of pressure and moments of inertia; study of virtual work for systems. The free body diagram approach and vector analysis methods are used. Class meets 3 lecture hours per week. Prerequisites: PHYS 106 (Physics-Mechanics). [T] IAI: EGR 942				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b><i>NUMBER OF STUDENTS ENROLLED</i></b>	6	3	5		3
<b><i>CREDIT HOURS PRODUCED</i></b>	18	9	15		9
<b><i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i></b>	67%	67%	20%		100%
<b><i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i></b>	EGR 942	EGR 942	EGR 942	EGR 942	EGR 942
<b><i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i></b>	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors				

	will continue to work together to help students plan their course work for transfer.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. This year's student's survey shows that the curriculum was implemented successfully. This is in line with the goals of the program. In general, students are maintaining a high level of their achievement.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Due to the local demographic profiles, which are out of the instructor's control, the enrollment for up-level STEM class is very low. Some non-traditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: <b>(1)</b> Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. <b>(2)</b> Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. <b>(3)</b> The open admission policy of community colleges requires this kind of flexibility and the small class size makes the flexibility possible.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	DACC engineering program is an extremely small program. Every year, the department revises courses syllabi and course outlines. This year, the department also did the closing the loop, course outcomes worksheet, and the credit hour verification worksheet. These reviews was taken on: <b>(1)</b> to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, <b>(2)</b> to better align with the “after transferring” studies based on alumni experiences within their work force, <b>(3)</b> to better align with the real world engineering society.
<b>Resources Needed</b>	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
<b>Responsibility</b>	Full-time faculty and Deans

Who is responsible for completing or implementing the modifications?	
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<b><i>DATA ANALYSIS FOR ACADEMIC DISCIPLINES</i></b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	PHYS 211				
<b><i>COURSE TITLE</i></b>	Applied Mechanics-Dynamics				
<b><i>COURSE DESCRIPTION</i></b>	Applied mechanics is primarily a course in solving problems involving dynamics. The majority of the time is spent on the theoretical analysis of the kinetics of particles and rigid bodies involving force, mass, acceleration, energy, momentum, and impulse, as well as the kinematics of a system of particles and rigid bodies. This theoretical analysis is the solid foundation for students to develop the ability to analyze engineering problems in a logical manner. Applied mechanics is very important for students in their subsequent study in engineering disciplines and in their future practical engineering applications. Class meets 3 lecture hours per week. Prerequisites: PHYS 152 (Applied Mechanics-Statics) and MATH 130 (Calculus & Analytic Geometry II). [T] IAI: EGR 943				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b><i>NUMBER OF STUDENTS ENROLLED</i></b>	4	2	3		2
<b><i>CREDIT HOURS PRODUCED</i></b>	12	6	9		6
<b><i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i></b>	100%	50%	67%		100%
<b><i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i></b>	EGR 943	EGR 943	EGR 943	EGR 943	EGR 943
<b><i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i></b>	Historically, this is a low enrollment course, by statistic theory, this kind of small sample size cannot draw any meaningful conclusion. Less than a handful of students' random performance fluctuates every year. Although the passing rate makes no statistical meaning, the instructors will continue to work together to help students plan their course work for transfer.				
<b><i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i></b>	The class size is very small, which provides instructors an opportunity to know every student at personal level. The carefully selected, short, simple, open-ended questionnaires come with homework assignments				

	provide quick feedback about the day-to-day learning and teaching process. Any small talk before and after classes helps the instructors to gather assessment information also. This provides a quick and extremely simple way to collect feedback on student learning and pinpoints the places where students are. This is remarkable efficient, since it provides a high information return for a very low investment to time and energy.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Most students taking this course are well-prepared. As a result of the instructor-to-student ratio and type of the students, as it is expected, the course success rate is high. This year's student's survey shows that the curriculum was implemented successfully. This is in line with the goals of the program. In general, students are keep maintaining a high level of their achievement.
<b><i>ACADEMIC COURSE REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Due to the local demographic profiles, which are out of the instructor's control, the enrollment for up-level STEM class is very low. Some non-traditional students have their families and full-time jobs. Sometimes, the job schedule could conflict with their class schedule. Therefore, actions must be taken based on individual situations: <b>(1)</b> Flexibility must be applied to this kind of non-traditional students, such as making up exams, accepting late homework. <b>(2)</b> Class web site with notes, lecture videos and other extensive materials has been created for those students who have to skip classes every once a while. <b>(3)</b> The open admission policy of community colleges requires this kind of flexibility and the small class size makes the flexibility possible.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	DACC engineering program is an extremely small program. Every year, the department revises courses syllabi and course outlines. This year, the department also did the closing the loop, course outcomes worksheet, and the credit hour verification worksheet. These reviews was taken on: <b>(1)</b> to better align with the Illinois Articulation Initiative Standards for transferring undergraduates, <b>(2)</b> to better align with the "after transferring" studies based on alumni experiences within their work force, <b>(3)</b> to better align with the real world engineering society.
<b>Resources Needed</b>	Due to the low enrollment, very few lab supplies are consumed. No significant resources will be needed in the near future.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

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



<b>ACADEMIC DISCIPLINE AREA</b>	PHYS 235				
<b>COURSE TITLE</b>	Introduction to Circuit Analysis				
<b>COURSE DESCRIPTION</b>	PHYS 235 Electrical Circuit Analysis (Every other Spring) 4 hours Includes techniques of linear circuit analysis in the time and frequency domain using Kirchoff's Laws, network analysis methods, Thevenin and Norton equivalent circuits and phasor notation. Students are introduced to computer-aided circuit design using PC-based software tools (such as SPICE). Class meets for 3 hours of lecture and 2 hours of lab per week. Should be taken concurrently with MATH 211. Prerequisites: Should be taken concurrently with MATH 211 or consent of instructor. Notes: A lab is required for this course. Some sections will require a separate lab, while other sections will include the lab. [T] IAI: EGR 931L				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	2				
<b>CREDIT HOURS PRODUCED</b>	8				
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	100				
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	EGR931L				
<b>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</b>	Students enrolled in the course successfully completed the course when it was offered.				
<b>WHAT DISAGGREGATED DATA WAS REVIEWED?</b>	Course success rates, individual student performance, gender, ethnicity and low income students				
<b>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</b>	This is a lower enrollment course to due the highly specialized nature of the course. The data presented here is based on only two students. So a larger enrollment, in general, would help bridge some gaps. However, this course is no longer offered.				
<b>ACADEMIC COURSE REVIEW RESULTS</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	None at this time since the course is no longer offered.				

<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	N/A
<b>Resources Needed</b>	None.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Full-time faculty and Deans

Remedial English Language Arts (Reading and Communication Skills)	
College Name:	Danville Area Community College
Fiscal Year in Review:	2019
Review Summary	
<p><b>Program Objectives</b></p> <p>What are the objectives or goals of the program?</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate the basics in grammar, sentence structure, paragraph structure, and essay structure to create college level writing.</li> <li>2. Students will demonstrate the ability to prepare written texts for various audiences and purposes.</li> <li>3. Students will demonstrate basic reading comprehension and vocabulary skills necessary to understand college level reading and writing assignments.</li> </ol>
<p>To what extent are these objectives or goals being achieved?</p>	<ol style="list-style-type: none"> <li>1. On average 67% of the students successfully completed DEVE 098 and 74% of the students successfully completed DEVE 099 over the five years reviewed.</li> <li>2. On average 68% of the students successfully completed ENGL 121 over the five years reviewed.</li> <li>3. On average 54% of the students successfully completed DEVR 098 and 69% DEVR 099 over the five years reviewed.</li> </ol> <p>These percentages indicate there is room for improvement in all areas but more specifically in the Developmental Reading sequence, which research has shown is the most difficult area to remediate.</p>

<p>How does this program contribute to other fields and the mission of the college?</p>	<p>DACC is a comprehensive community college. Many individuals are under-prepared for college-level course work but have the desire and ability to develop the skills they need. Students who do not place directly into college-level courses via one of the multiple measures the college uses to place students can enroll in Developmental English or Reading, as needed. Once they pass these courses they are eligible to enroll in college-level transfer courses. Students can enroll in career/technical courses while they are enrolled in these courses.</p>
<p><b>Prior Review Update</b></p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>At the time of the last review Developmental Education, including reading, writing, and mathematics, was centrally located near the main administration building. While there were frequent interactions between the full-time faculty teaching developmental courses and those teaching college-level courses, there was little interaction between part-time faculty teaching developmental courses and full- and part-time faculty teaching college-level courses. In FY 2018 the full- and part-time faculty teaching developmental math relocated their offices and classes to the Math/Science/Health Professions division. The full- and part-time faculty teaching developmental reading and writing relocated the majority of their offices and classes to the Liberal Arts division in FY 2019. There are now frequent interactions between the full- and part-time faculty teaching the developmental classes and full- and part-time faculty teaching the college-level courses.</p> <p>The developmental writing sequence, DEVE 098 (4 credit hours) and DEVE 099 (4 credit hours) was revised to incorporate all elements of both classes into one 4 credit hour class. Students are now able to complete the developmental writing sequence in one semester. This saves students both time and money.</p>
<p><b>Review Analysis</b></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><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>

1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	Remedial courses are offered throughout the calendar year in both the traditional face-to face format and the online/hybrid format. They are offered in a 16-week format, as well as a variety of accelerated formats including 7, 8 and 12 weeks.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The primary costs are instructor salaries and benefits. Most of the classes are taught in computer labs or online so the college must provide the necessary hardware and software to support the program.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The remedial reading and writing program is paid entirely from the college's operating budget, which is funded by tuition, fees, local taxes, and state funding.
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.	The costs of the program are covered entirely by the college's operating budget.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Moving the remedial reading and writing faculty and classes into the Liberal Arts division eliminated the need for a full computer lab near the administration building, as well as the need for full- and part-time faculty offices and classrooms in that building. Those spaces have been freed up to be used for new programs/services at the college while the offices and classrooms in the Liberal Arts division are used nearer to capacity as a result of moving remedial reading and writing.
2.5 Are there needs for additional resources? If so, what are they?	The offices designated for the full- and part-time reading and writing faculty need to be updated. This will be a focus in the early years of the next review cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>

<p>3.1 How is the college working with high schools to reduce remedial needs?</p>	<p>Students wanting to enroll in dual enrollment classes must take the placement test to assure they are capable of doing college-level work. The college also administers the test to seniors who are considering attending DACC after graduation. The college shares with area high schools how many of their students placed into remedial reading and/or writing (as well as math). With this information the high schools know which of their students might need to take an additional course in high school to bring them up to college-level. They also can see if some of their courses need to be more rigorous to better prepare students for college-level work.</p>
<p>3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>All courses are taught in both the traditional, 16-week, face-to-face format and in an online/hybrid format. They are offered for one hour a day, four days a week, two hours a day two days a week for 16 weeks, as well as in a more compressed format for 7, 8, and 12 weeks.</p>
<p>3.3 What innovation has been implemented or brought to this program?</p>	<p>The two biggest innovations were redesigning the writing sequence so the students can now complete that sequence with one course, DEVE 098, in one semester and moving the remedial English language arts courses to the Liberal Arts division.</p>
<p>3.4 To what extent is the program integrated with other instructional programs and services?</p>	<p>The remedial English language arts program is now fully integrated with the Communications program, which is housed in the Liberal Arts division.</p>
<p>3.5 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>Closer partnerships have been formed between faculty teaching the remedial reading and writing classes and faculty teaching the Communications classes and other classes that require college-level reading and writing skills. They see each other in the hallways, in their offices, and, most importantly, in their classrooms.</p>

3.6 How well are completers of remedial/developmental courses doing in related college-level courses

The college looked at how the students who took remedial reading (DEVR 098/099) and/or writing (DEVE 098/099) and Communication Skills (ENGL 121) during the current review period did in ENGL 121 and ENGL 101 (transfer class), respectively.

Between FY 2016 and FY 2019, 119 students completed DEVE only, 38 DEVR only, and 80 both DEVE and DEVR classes compared to 517 students who did not place into any remedial classes.

A higher percentage of the students who took DEVE passed ENGL 121 with a grade of C or better (76%) than the students who didn't take any remedial classes (70%).

A lower percentage of the students who took DEVR only (61%) or DEVR and DEVE (69%) passed ENGL 121 with a grade of C or better compared to 70% for the students who didn't take any developmental classes. This is in keeping with the research data that show reading is the most difficult area to remediate.

The students who must take ENGL 121 prior to taking ENGL 101 do not fare as well as the students who place directly into ENGL 101. During this review period 341 students took ENGL 121 prior to taking ENGL 101, while 2088 students enrolled directly into ENGL 101. Only 65% of the students who took ENGL 121 first completed ENGL 101 with a grade of C or higher, while 82% of those who went directly into ENGL 101 did so.

<p>3.7 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>Students taking remedial classes can take them at the same time they are taking classes in career/technical programs.</p> <p>Students cannot usually take transfer level courses that require college-level reading and writing skills at the same time they are taking developmental reading and writing classes designated as DEVR and DEVE. Some credit bearing courses can be taken in conjunction with ENGL 121</p> <p>As mentioned previously, the remedial writing courses have been redesigned so students can complete the sequence in one semester rather than two. Students who need both DEVE and ENGL 121 prior to taking ENGL 101 can complete both within one academic year.</p>
<p>3.8 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.</p>	<p>The developmental reading sequence consists of DEVR 098 (4 credit hours) and DEVR 099 (4 credit hours). Students completing DEVR successfully can go directly into classes requiring college-level reading skills. If they don't complete DEVR 098 successfully, they can register for DEVR 099. Very few students have to take DEVR 099.</p> <p>The developmental writing sequence previously was DEVE 098 (4 credit hours) and DEVR 099 (4 credit hours). Since the last review the two classes were reviewed and a new DEVE 098 (4 credit hours) has replaced both of the two previous classes. Students who complete the course with combined coursework grades of 80% and a successful final essay are eligible to enroll in ENGL 121 and in many courses requiring college-level writing skills.</p> <p>ENGL 121 fulfills the communications requirement for almost all career/technical degrees and certificates offered by the college.</p>



<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>Full-time faculty are allocated \$400 every year for professional development (conferences, memberships in professional organizations, resource materials). Part-time faculty are invited to attend the Part-time Faculty Academy, which is held four times a year. Faculty who attend are paid a slightly higher rate than those who do not. Full- and part-time faculty are provided a variety of online training resources, including webinars. In-service days are often dedicated to faculty development. In fall 2019 for example experts will be providing a day-long training on active learning. All full-time faculty are required to attend; part-time faculty are invited to attend. Part-time faculty who attend the day-long training will present an overview of the training the following day at the Part-time Faculty Academy for part-time faculty who could not attend. The college participates in the Partners-in-Education program, where experienced faculty (full or part-time) mentor new faculty members and receive a small stipend for their work.</p>
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**List any barriers encountered while implementing the program.**

No barriers were encountered moving the remedial reading and writing program to the Liberal Arts division. Faculty are welcoming the opportunity to collaborate more frequently and easily with one another, due to the close proximity.

***DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS***

Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review.  
Provide the most recent 5 year longitudinal data available.

<i>COURSE TITLE</i>	DEVELOPMENTAL ENGLISH (DEVE 098)				
<i>COURSE DESCRIPTION</i>	THIS COURSE FOCUSES ON PREPARING STUDENTS FOR COLLEGE-LEVEL WRITING FOR BOTH CAREER/TECHNICAL AND TRANSFER PROGRAMS. STUDENTS REVIEW BASIC GRAMMAR CONCEPTS INCLUDING SENTENCE STRUCTURE, PUNCTUATION, AND MECHANICS IN CONNECTION WITH THE PROPER STRUCTURE OF PARAGRAPHS AND ESSAYS.				
	<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	116	89	65	51

<i>CREDIT HOURS PRODUCED</i>	488	464	356	260	204
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	73%	63%	74%	63%	66%
<b><i>REVIEW RESULTS</i></b>					
<b>Rationale</b>  Provide a brief summary of the review findings and a rationale for any future modifications.	443 students completed DEVE 098 over the five year review period. On average 68% completed the class with a satisfactory grade. The data was disaggregated by gender, race, and socio-economic status. Female students performed higher than male students. White and Hispanic students scored significantly higher than Black students. Socio-economic status did not seem to be a factor.				
<b>Intended Action Steps</b>  Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Since 2009 the college has participated in Achieving the Dream, a national initiative focused on improving the retention, persistence and completion rates of all students and on reducing the gaps in achievement. Data has been gathered, disaggregated by gender, race, and socio-economic status, and analyzed. Equity gaps have been				

identified and strategies put into place to address those gaps. DACC was named a Leader College by Achieving the Dream in 2013 and again in

In FY 2020 the college will begin a four-year focus on assessment of student learning. While the overall goal is to improve student learning in general, embedded in that goal is the underlying need and desire to reduce equity gaps that continue to exist. To facilitate this initiative the college applied for and has been accepted into the spring 2020 cohort of the Higher Learning Commission's Assessment Academy.

In preparation for participation in the Academy the college will begin reviewing all course and program level student learning outcomes in fall 2019 to verify they are objective and measurable. The college will also review all course outlines and syllabi to verify outcomes are consistent across all courses and sections of courses. This review will be led by the college's Assessment Team, which is made up of representatives from all academic divisions.

In spring and summer 2020 representatives from the Assessment Team will participate in the HLC Assessment Academy and as part of that participation will finalize an assessment of student learning plan that will include assessment data for all courses within a program that can then be used to assess not just each course but also each program. Portions of this plan are already in place. Representatives from the Assessment Team will continue to work with the Academy throughout FY 2021, 2022, and 2023 to refine and improve the assessment plan.

As part of this initiative the course outcomes for DEVE 098 will be reviewed to verify they are objective and measurable and course syllabi and outlines will be reviewed to verify they are consistent across all sections and modalities.

DEVE 098 will be included in the overall assessment plan that is developed and finalized by the Assessment Team. The assessment data that is collected annually over the next four years will be used to inform changes to the curriculum. These changes will be documented in the annual internal Developmental Reading and Writing Program Assessment Report and will be referenced in the next ICCB Remedial English Language Arts Program Review.

DACC's participation in Achieving the Dream proved to be transformative. The college believes participation in the HLC Assessment Academy will take DACC to the next level.

### ***DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS***

Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review.  
Provide the most recent 5 year longitudinal data available.

<i>COURSE TITLE</i>	DEVELOPMENTAL ENGLISH (DEVE 099)				
<i>COURSE DESCRIPTION</i>	THIS COURSE IS A CONTINUATION OF DEVE 098. STUDENTS WHO COMPLETE THE REQUIREMENTS FOR THE COURSE ARE ELIGIBLE TO ENROLL IN ENGL 121.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	62	38	8		
<i>CREDIT HOURS PRODUCED</i>	248	152	32		
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	85%	76%	63%		

### ***REVIEW RESULTS***

**Rationale**

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

DEVE 098 (4 credit hours) and 099 (4 credit hours) were reviewed and a new DEVE 098 (4 credit hours) was developed that incorporates both. This was implemented in FY 2017 (Year 3). The small number (8) enrolled in Year 3 were the students who did not successfully complete DEVE 099 in FY 2016 and returned in FY 2017. A total of 108 students completed DEVE 099 over the first three years of the review period. On average 75% of the students completed the class with a grade of Satisfactory. The data was disaggregated by gender, race, and socio-economic status. Male students performed higher than female students in general. White and Black students performed significantly higher than Hispanic students. Socio-economic status did not seem to play a role.

<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p><b>Please refer to the Intended Action Steps detailed under DEVE 098.</b></p> <p>DEVE 099 is not currently offered so there are no Intended Action Steps at this time. The college will be reviewing the assessment data for DEVE 098, however, to determine what changes might need to be made to that course as a result of eliminating the DEVE 099 course.</p>
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***DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS***

Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review.  
Provide the most recent 5 year longitudinal data available.

<i>COURSE TITLE</i>	COMMUNICATION SKILLS (ENGL 121)				
<i>COURSE DESCRIPTION</i>	THIS COURSE FOCUSES ON THE IMPROVEMENT OF WRITING SKILLS AND EMPHASIZES BOTH COMPOSITION AND A REVIEW OF GRAMMAR.				
	<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>	211	227	238	208	146
<i>CREDIT HOURS PRODUCED</i>	633	681	714	624	438
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	63%	72%	72%	68%	64%

***REVIEW RESULTS***

<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>1030 students completed ENGL 121 over the five-year review period. On average 68% completed the class with a grade of C or better. The data was disaggregated by gender, race, and socio-economic status. Female students performed higher than male students. White students were higher than both Black and Hispanic students, with Hispanic students performing higher than Black students. Socio-economic status was not a major factor with both Pell- eligible and non-Pell eligible performing near the overall average.</p>
<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p><b>Please refer to the Intended Action Steps detailed under DEVE 098.</b></p> <p>As part of the college’s participation in the HLC Assessment Academy the course outcomes for ENGL 121 will be reviewed to verify they are objective and measurable and course syllabi and outlines will be reviewed to verify they are consistent across all sections and modalities.</p> <p>ENGL 121 will be included in the overall assessment plan that is developed and finalized by the Assessment Team. The assessment data that is collected annually over the next four years will be used to inform changes to the curriculum. These changes will be documented in the annual internal Developmental Reading and Writing Program Assessment Report and will be referenced in the next ICCB Remedial English Language Arts Program Review.</p>

<p align="center"><b>DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS</b></p>					
<p align="center">Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.</p>					
<p align="center"><i>COURSE TITLE</i></p>	<p>STUDY AND READING SKILLS (DEVR 098)</p>				
<p align="center"><i>COURSE DESCRIPTION</i></p>	<p>THIS COURSE PROVIDES INSTRUCTION IN STUDY SKILLS, TECHNIQUES FOR IMPROVING READING COMPREHENSION, AND STRATEGIES FOR DEVELOPING VOCABULARY.</p>				
	<p align="center">YEAR 1</p>	<p align="center">YEAR 2</p>	<p align="center">YEAR 3</p>	<p align="center">YEAR 4</p>	<p align="center">YEAR 5</p>

<i>NUMBER OF STUDENTS ENROLLED</i>	72	71	80	64	60
<i>CREDIT HOURS PRODUCED</i>	288	284	320	256	240
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	57%	56%	54%	66%	37%
<b>REVIEW RESULTS</b>					
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>347 students completed DEVR 098 over the five year review period. On average 54% of the students completed the class with a grade of Satisfactory. The data was disaggregated by gender, race, and socio-economic status. Female students performed slightly higher than male students. White students and Hispanic students succeeded at about the same rate, but Black students performed significantly lower. Pell eligible students were slightly more successful than non-Pell eligible.</p>				
<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p><b>Please refer to the Intended Action Steps detailed under DEVE 098.</b></p> <p>As part of the college’s participation in the HLC Assessment Academy the course outcomes for DEVR 098 will be reviewed to verify they are objective and measurable and course syllabi and outlines will be reviewed to verify they are consistent across all sections and modalities.</p> <p>DEVR 098 will be included in the overall assessment plan that is developed and finalized by the Assessment Team. The assessment data that is collected annually over the next four years will be used to inform changes to the curriculum. These changes will be documented in the annual internal Developmental Reading and Writing Program Assessment Report and will be referenced in the next ICCB Remedial English Language Arts Program Review.</p>				

### ***DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS***

Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review.  
Provide the most recent 5 year longitudinal data available.

<i>COURSE TITLE</i>	READING SKILLS (DEVR 099)				
<i>COURSE DESCRIPTION</i>	THIS COURSE IS FOR STUDENTS WHO DID NOT SUCCESSFULLY COMPLETE DEVR 098. IT PROVIDES ADDITIONAL PRACTICE ON BASIC READING SKILLS, INCLUDING VOCABULARY, COMPREHENSION, FLEXIBILITY, AND RATE.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	8	2	3	2	2
<i>CREDIT HOURS PRODUCED</i>	32	8	12	8	8
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	63%	100%	33%	100%	50%
<b><i>REVIEW RESULTS</i></b>					
<p><b>Rationale</b></p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>17 students completed DEVR 099 over the five-year review period. On average 69% completed the class with a grade of Satisfactory. The data was disaggregated by gender, race, and socio-economic status. Female students performed significantly higher than male students. Interestingly, Black students performed better than white students, and Pell eligible students performed better than non-Pell eligible students.</p>				



<p><b>Intended Action Steps</b></p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p><b>Please refer to the Intended Action Steps detailed under DEVE 098.</b></p> <p>As part of the college’s participation in the HLC Assessment Academy the course outcomes for DEVR 099 will be reviewed to verify they are objective and measurable and course syllabi and outlines will be reviewed to verify they are consistent across all sections and modalities.</p> <p>DEVR 099 will be included in the overall assessment plan that is developed and finalized by the Assessment Team. The assessment data that is collected annually over the next four years will be used to inform changes to the curriculum. These changes will be documented in the annual internal Developmental Reading and Writing Program Assessment Report and will be referenced in the next ICCB Remedial English Language Arts Program Review. One of the changes might be to eliminate this course since so few students need it. The alternative might be to strengthen the DEVR 098 course.</p>
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## *Student and Academic Support Services*

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

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019
<i>REVIEW AREA:</i>	STUDENT FINANCIAL AID (SFA)
<p>Program Summary</p> <p>Please provide a brief summary of the function of the program.</p>	<p>The SFA office function is to award student financial aid resources in a consistent, fair, and equitable fashion compliant with current federal and state regulations. The FSA office aligns well with the College’s Student Services Strategic Plan (SP) Matrix.</p> <p>To meet the goals and mission to award financial aid resources in a consistent, fair, and equitable fashion that is in compliance with current federal and state regulations these key functions take place:</p> <ul style="list-style-type: none"> <li>• Assist students in understanding their financial options and help them make fiscally responsible decisions and maximize SFA for which they may be eligible</li> <li>• Effectively administer student aid programs with limited resources in timely and accurate delivery</li> <li>• Promote &amp; provide professional/personal development of Staff to remain current and in compliance with programs and to enhance staff retention and quality.</li> <li>• Promote and insist on ethical professional behavior at all times of SFA staff and offices related to SFA services.</li> <li>• Increase the success for retention and completion of all students including those who are Veterans of the Armed Services by participating in campus wide retention efforts</li> </ul>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>Improvement Task/Results:</p> <ol style="list-style-type: none"> <li>1. Promote early application options to current, incoming and perspective students</li> </ol> <p>Recent survey of completed and awarded files indicate files are completed earlier in the award year and supports the offices effort to promote to prospective and current students to use early application offering and completing verification timely.</p> <ol style="list-style-type: none"> <li>2. Continuous process in promoting students to expand the use of “automated” system for FA usage including the DoE and Colleague Internet Web sites. Early contact has enable staff to inform student of all options available to finance their education and plan long range to meet their educational goals</li> </ol> <p>Dept. of Education reports a higher percentage of students each year that file electronically and thus a higher percentage of files at DACC have been “completed” earlier in the award year</p> <ol style="list-style-type: none"> <li>3. Develop and implement on-line student services such as Financial Aid Self-Service initiatives to help with recruitment/retention and completion</li> </ol> <p>The SFA has expanded the utilization of the social media offering such as Facebook, Twitter to get the “word” out to students to be sure and check student email to utilize their “Self-service” portal (online DACC student accounts) for updates to their financial aid information</p> <ol style="list-style-type: none"> <li>4. SFA staff complete trainings on compliance mandates on new regulations, rules and policies for accuracy in the delivery of SFA programs for compliance and thus optimal audit results</li> </ol> <p>Previous training has been successful as witnessed that there have been no major finding in audits for the federal, state or Veteran’s Affairs programs.</p> <p>The FAO staff remain active members of state and national SFA professional organization and remain enthusiastic about the industry dynamics of the FA profession.</p>
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What are the identified or potential weaknesses of the program?

Every year is a challenge in the student financial aid arena but the future holds more uncertainty than ever before due to the Federal and State budget restraints. In addition, the upcoming year will find reauthorization of the Higher Education Amendments (which in itself brings anxiety to all SFA professionals) to revamp most of the policy and procedures that have been in place for the past seven years. It is the goal of the SFA office to keep informed of Federal and State changes to policies and procedures and to be proactive in planning strategies to implement the changes and to remain in compliance with the programs. The SFA office staff understands it will be their primary duty to keep the campus informed of these changes to policies and provide the information needed to ensure that all campus stakeholders are aware of the impact these changes may have on our students.

The upcoming year will be a challenge in regards to the limited funding in both Federal and State student aid and the numbers of students who will not be eligible for gift aid due to updates to the Pell formula as well as changes to the State MAP formula. SFA staff members understand that these limitations will add to student file inaccuracies, fraud and abuse as well as overall discontent from the students and their families.

A major challenge facing the SFA office is the increase in the volume of students requesting to borrow using the Federal Direct Loan program. A factor is the decrease of gift aid available to students but also the overall “consumer” climate to ‘buy now pay later’. These factors make it somewhat difficult to manage the loan volume. SFA office realizes that procedures that would help towards limiting loan default must be in place and will be evaluated in an ongoing method as to their effectiveness.

One goal is that we utilize the DACC Loan Request Form to not only assess loan eligibility but to refer students to other sources of funding such as the DACC Foundation, Scholarship Search entities, area agencies such as American Job Centers as well as the DACC payment plan. Our hopes are that students will utilize these options and limit or avoid borrowing. Another goal is to improve the tracking techniques for those who do have loans and to utilize some of the services offered by various loan services and guarantee agencies to facilitate loan default avoidance. We now have a Third-Party servicer to help with the tracking tasks.

<p>What are the program's strengths?</p>	<p>The SFA office is readily available for opportunities that arise on campus and within the community to promote financial aid awareness. SFA staff are active members within their professional organization and participate annually as volunteers for the FAAM committee.</p> <p>The SFA office conducts and participates in numerous community outreach activities. These activities not only promote student financial aid awareness but also DACC as a whole. SFA staff volunteer for activities outside of the scope of SFA such as community parades, trade events at the Civic Center and events at the local Mall. Several SFA staff volunteered for the Halo Project and participated in painting community homes of the elderly and low income. SFA staff participated in the NJCAA event, DACC Ag Day and the ENRICH program, all of which are community outreach programs to promote the programs and services offered at DACC.</p> <p>Student retention is one of the highest priorities of the SFA office. In order for the College to be in compliance for SFA programs we must demonstrate that students are enrolling in an eligible program of study, enrolled in coursework that leads to this objective, meet the Satisfactory Academic Standards and complete their program of study within a maximum timeframe.</p> <p>DACC SFA office has implemented a number of procedures to enhance retention and assist students in staying on target while successfully completing their program of study. Some of the procedures are conducted one-on-one with students; some are seminars, some via correspondence, contact with the faculty for their assistance, assistance from counseling staff and via the Internet using various software applications.</p>
<p>Rationale</p> <p>Detail all major findings resulting from the current review.</p>	<p>A current review of services offered by the department enforced the facts that keeping informed of federal and state student aid changes and new initiatives is vital in ensuring maximum benefits for the student and compliance for the College.</p> <p>The SFA office is a demanding and ever changing environment forced to operate within specific parameters established by Federal and State entities. In order to remain current and in compliance it is imperative that all staff participate in various training events throughout the year.</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.

Resources for student financial aid are scarcer than ever and the numbers of eligible applicants are greater than ever. Because of this, the Federal as well as State regulators are emphasizing even more the need for institutions of higher learning to be accountable for the quality of the education they are providing and to be able to prove they are “producing” completers with viable skills to enter the work markets of their chosen career.

This past academic year the Counseling office and SFA office have been building better communication and common goal processes that will facilitate a student’s academic progress, timeframe in completing their program and insuring that accurate information is in the Colleague system in regards to declared program of study. These additional monitoring initiatives will help the student be ‘on target’ and the College to be in compliance with the regulation.

One action we have taken well before the State has made it a mandatory notification labeled a “debt letter” is that we notify current students yearly as to their overall SFA status , we call this a “Heads Up” letter. In this we provide the student information on what we have as their current program of study, how many credit hours they have attempted and completed, their Cum G.P.A., their SAP status, their borrowing to date, their lifetime Pell usage to date, if applicable their Illinois MAP usage to date and with this summarized information details about each SFA program’s limits.

In this we also encourage the student to contact their academic advisor and discuss their path and time to completion as to not find themselves running out of funding options.

According to feedback from students, our academic advisors and the data on time of completion these strategies are working.

The SFA will continue to improve and enhance the relationships with all areas of campus to better serve the student as well as the College.