

PROGRAM REVIEW COVER PAGE

<i>COLLEGE</i>	Danville Area Community College
<i>DISTRICT NUMBER</i>	507
<i>CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)</i>	Dr. Carl Bridges Vice-President, Academic Affairs Danville Area Community College 2000 East Main Street Danville, IL 61832 217-443-8771 (phone) 217-443-8587 (fax) c.bridges@dacc.edu
<i>FISCAL YEAR REVIEWED:</i>	2022

DIRECTORY OF REVIEWS SUBMITTED

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Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2017-2021

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
Electronic Technology	Degree	67	470105	

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

Program Objectives

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

Program Outcomes/Objectives

- Students will demonstrate basic operational skills in order to properly use test equipment for electronic circuit troubleshooting.
- Students will design purposeful and functional circuits valuable to the electronics process.
- Students will examine the role of electronics technology and discipline specific software in today's changing world.
- Students will develop effective interpersonal communications strategies and competencies relating to managing and communicating technical information.

Possible Occupations:

- Electrical & Electronics Repairer

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*

Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.

Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an

	analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continue with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Dr. Ben Jun, Professor ● Doug Hunter, Associate Professor ● Terri Cummings; Dean of Business & Technology T. Carey provided employment and institutional data. B. Jun provided program insight and reflection. T. Cummings provided project guidance, compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	- No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	67 credits are necessary to provide entry level skills for employment in our area.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028: <i>Electrical & Electronics Repairers :</i> EDR2: -0.1% Illinois: 0.2% * The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The annual growth stated above spans from 2018-2028. Locally our population numbers are dropping along with the effects from the pandemic. As a result, the need for electronic technology will increase locally in the next five years because of this.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for electronic students comes from College Express/Project Lead the Way with the second most productive pipeline being job retraining. Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. There are opportunities with the video/audio

		department to record a promotional video to use on multiple platforms.
	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
	1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	At the urging of the Advisory Council, manufacturing faculty conducted a listen and learn tour of our local industry. They had the opportunity to interact with the operators to discuss job specific tasks. They then organized a study session among themselves to come up with a plan for providing a program that better fits our industry partner needs.
	<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	Response
	<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background 	<p>The primary costs to the institution associated with electronics technology programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire electronics technology program. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>

<p>checks, etc.).</p> <ul style="list-style-type: none"> ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Electronic Technology program was -33.8%, with the highest loss occurring in FY21. FY17 and FY18 also showed decreases. These losses align with low student enrollment and the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p> <p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</p>

2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There is only one full time faculty member who teaches the electronics courses in the degree. The College remains optimistic that enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include traditional lecture, lab, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Instructor Ben Jun, is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college,

	<p>policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Electronics Technology program met Perkins IV program of study requirements and will be submitted in FY23 as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>High school students have the option to enroll in College Express/Project Lead the Way courses which are directly tied to the program as well as dual credit general education courses before entering the program's core courses.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Electronic technology is one of the foundations for advance manufacturing. After the listen and learn tour it was determined that a more intense automation curriculum was needed.</p>

<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit is offered every year in the form of College Express courses through VVEDS. High school students attend classes five days a week and can complete 12 credit hours towards the degree if they are enrolled both junior and senior years.</p> <p>High school students also have the option of taking any regularly offered course on campus if their parent high school allows it.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students pursuing the Electronics Technology AAS degree during Manufacturing Day have an opportunity to attend a tour of local industry.</p> <p>In the second semester of the program, students participate in an employment seminar course to help prepare them to enter the workplace.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are occasionally available.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable.</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The program currently has articulation agreements with Southern Illinois University at Carbondale.</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? What opportunities exist for other partnerships?</p>	<p>Not at this time.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed.</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? What additional professional development is needed?</p>	<p>There are many vendor offered programs that are applicable for this program. The ability to attend training on a regular basis allows faculty to stay current with technology.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Current technology meets current needs. However, the future of the technology is constantly changing so keeping up to date is important, however which presents the need for increases for the budget.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises. The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural</p>

		awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	No changes are recommended.
	<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p> <p>This is one of the better participating Advisory Council's in our Division.</p>
	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning)	The Advisory Council is very active in helping determine curriculum for students.

	opportunities)	
3.24	How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25	What are the program's strengths?	Technology is constantly updated to remain current. Course offerings are in line with skills needed in the industry. Exceptional rapport and connection with local employers.
3.26	What are the identified or potential weaknesses of the program?	An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.
3.27	Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

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

None

Performance and Equity

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

CTE Program	Electronic Technology				
CIP Code	470105				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	3	3	4	0	0
Number of Completers	9	11	7	2	4
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 95.3% average Male between FY17 and FY21 - 11.7% average Female between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 92.7% average White - 0% average Black - 11.1% average Hispanic - 14.3% average Other - 11.1% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 34.6% average Yes - 65.5% average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 36.4% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 41.8% average Under 20 - 15.65% average 20-25 - 51.84% average Over 25 				
<p>How does the data support the program goals? Elaborate.</p>	<p>Prior to the Covid pandemic, the completion rate averaged 72.6% (FY17, FY18). It dropped drastically in FY19 and FY20 when the majority of classes were remote. FY21 saw a three-fold increase in completion rates.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>				

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Continue research and conduct a feasibility study to understand more about industry need for a more intense automation curriculum.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns

	<p>2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years</p> <ul style="list-style-type: none"> a. Recruit more participants for the program Advisory Board <p>3. Complete a feasibility study – explore what additions would enhance an automation curriculum.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Socioeconomic gaps are evidenced in the classroom by the fact that lower income students have not had the same level of exposure to home computers and technology the other students have had.</p> <p>At this time, all students are given the opportunity to rebuild older, donated computers and take them home.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s faculty along with our Manufacturing faculty team members will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2022		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Health Information Technology	Degree	63	51.0707	<ul style="list-style-type: none"> • Medical Coding • Health Data Analyst • Public Health Medical Billing
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<p>Program Objectives What are the overarching objectives/goals of the program?</p>		<p>Student and Graduate Goals</p> <ul style="list-style-type: none"> • The Health Information Technology (HIT) program has an academic process improvement plan that aligns with DACC’s Institutional Effectiveness Key Performance Indicator of Student Success which measures the percentage of students who complete credit courses with a grade of C or better. In the Health Information program, students must receive a C or better to pass each course. If the course grade drops below a C it, will prompt an academic process improvement plan. All students dropping below a grade of C at the 10th-day grade verification, midterm grade verification, and final grade verification dates will meet with the Health Information Director to create an Academic Process Improvement Plan to provide an opportunity for the student to improve their grade to a C or higher. • Students will successfully apply classroom learning during their professional practice experience as measured by an evaluation from their healthcare site coordinator. • Graduates will demonstrate entry-level health information competencies by maintaining a higher than national average pass rate on the Registered Health Information Technologist (RHIT) exam. <p>Curriculum Goals</p>		

	<ul style="list-style-type: none"> • To proactively stay up-to-date with changes in the field, the program will annually assess the effectiveness of course curriculum to determine where improvements may be needed through feedback collected from student surveys, graduate surveys, the advisory board meeting, healthcare facility surveys and governing health information associations' recommendations. • Program will annually assess curriculum to ensure courses contain 100% of the entry-level learning competencies at the recommended Bloom's level or higher by mapping course content and reviewing course syllabi. <p>Faculty Development Goal</p> <ul style="list-style-type: none"> • All faculty will attend one or more continuing education opportunities such as faculty in-service training, attending national, state or local health information conferences to maintain currency and expertise within the learning competencies they are teaching as measured annually on instructor evaluations. <p>Community of Interest Goal</p> <ul style="list-style-type: none"> • To provide educational forums annually for the community of interest, and in particular, for employees currently in the health information field. • The program's Advisory Board will meet at least annually to assist with development and revision of program goals and curriculum based on recommendations from the annual school summary report provided by AHIMA, student surveys, graduate surveys, advisory board member recommendations, healthcare facility surveys and governing health information associations' recommendations.
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<ul style="list-style-type: none"> • Application of the Academic Process Improvement Plan have been in place and have successfully achieved student performance improvement since its implementation. • All HIT curriculum was updated based on new learning domain requirements from the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). These updates were made to be compliant with CAHIIM standards as the program was under accreditation review in March 2022. The program accreditation was reaffirmed by CAHIIM with a perfect score in March 2022.

	<ul style="list-style-type: none"> • Course description changes for 2 HIT courses were requested and approved by the Illinois Community College Board (ICCB) to align with requirements set by CAHIIM. • All syllabi and course outlines were scrubbed and updated to meet CAHIIM requirements. • The general education requirement for Psychology was updated to include Sociology as both courses fulfill the program and accreditation requirements. • The pass rate for the national registered health information technologist (RHIT) exam in 2021 was 70%. • Based on the exam results efforts are being made to ensure graduates meet or exceed national pass rates which include adding a capstone course with embedded RHIT exam prep and mock exams and adding additional test prep time within the final year of the program. • Community education: the program hosts one of the quarterly CIHIMA meetings wherein education and CEUs are provided on current HIM subjects. The program director is also active in the state HIM association ILHIMA and has presented at the annual convention on a current HIM topic that provided CEUs.
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Continued with Minor Improvements. In 2022, the HIT program received “Continuing Accreditation” status from CAHIIM with a perfect score.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also, describe their role or engagement in this process.</p>	<p>Kelly Johnson- Director of the HIT Program collected, prepared and reported the information needed for the review. Tammy Betancourt is the Vice President of Financial and Chief Financial Officer, Business Office at DACC. Tammy provided insights into the program costs portion of the review. Kathy Sturgeon, Dean of Math, Sciences, and Health Professions provided direction for completing, supplemental information for multiple sections and suggestions for final proofing. Marcie Wright is the HIT Full-time Instructor and made some suggestions for the review which were very helpful as she is the former HIT director.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Student surveys provided feedback on program effectiveness. The feedback was positive in all categories.</p>

CTE Program Review Analysis

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

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>MATH 107 Applied Mathematical Concepts, or higher level algebra-based math course OR placement by test into MATH 108 Intermediate Algebra. BIOL 136 Anatomy and Physiology 1 with a grade of “C” or better. Before implementing these program entry prerequisites, the program director noted that students scoring grades of “C” or higher in BIOL 136 Anatomy and Physiology 1 prior to program entry indicated a student’s readiness to succeed in program courses at the appropriate level. Thus the decision was made to create this prerequisite.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Commission on Accreditation for Health Informatics and Information Management Education instituted new learning domain requirements that had to be in place by the 2017-18 school year. To meet these learning domain requirements a course was added to the program. The learning domains are very unique and not easily pulled into other coursework. This program condensed from 71 credit hours to the current 63 credit hours in 2014. The program still has the total program hours set at 63. It was a big undertaking to condense the 71 hours down to 63 and truly packed the current learning domains as tightly as possible.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>“About 34,300 openings for medical records and health information specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.” https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-6 “Constantly evolving regulations and technologies allow for lifelong learning and continued professional development. As healthcare advances, HI (Health Information) provides the patient data needed to successfully navigate the changes. As a result, HI professionals can expect to be in high demand as the health sector continues to expand.” https://www.ahima.org/certification-careers/certifications-overview/career-tools/career-pages/health-information-101/</p>

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>“Overall employment of medical records and health information specialists is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations.” https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-6</p> <p>Demand is on the rise at all levels of education and credentialing, and the US Bureau of Labor Statistics (BLS) cites medical records and health information technicians as one of the fastest-growing occupations in the US, with an anticipated growth of 11 percent between 2018-2028. The median annual salary for medical records and health information technicians was \$40,350 in May 2018. Salaries rise for health information administrators. In 2019, the median salary was \$100,980 per year for healthcare administrators and the 2028 outlook anticipates an 18 percent increase in jobs for these individuals possessing a baccalaureate or masters in health information management. Industries with an increased demand for health information professionals include healthcare organizations, academic institutions, consulting agencies, government agencies, and healthcare software companies. HI (Health Information) practitioners continue to be a critical component of the electronic health record (EHR) workforce.” https://www.ahima.org/certification-careers/certifications-overview/career-tools/career-pages/health-information-101/</p>
<p>1.3 What labor market information sources are utilized?</p>	<ul style="list-style-type: none"> • U.S. BUREAU OF LABOR STATISTICS • The American Health Information Management Association (AHIMA)
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<ul style="list-style-type: none"> • Program director does short presentations on “What is HIT?” to groups on campus in A&P labs and other relevant classrooms. • Program director is involved in recruiting on “High School Day” on campus. • Program director is actively involved in recruiting at American Job Corps and Adult Education programs. • Director and instructors encourage current students to share their experiences in the program with others via social media and through conversations on campus. Plans are in place to create a social media platform for this to be done through official college channels. • Past graduates recommending the degree to others.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?

At the program level, continuous analysis is performed in order to formulate goals and target outcomes which are added to the Program Evaluation Plan (PEP). The PEP is used as an ongoing assessment tool to record, track and evaluate the effectiveness of quality improvement initiatives. The PEP lists current goals, measurable target outcomes, steps taken to achieve the goals and analysis as to whether those steps were effective. Each desired outcome has a metric/measurable outcome that helps the program judge whether it has successfully achieved the goal or if a different action is needed. This is a living document that is regularly updated throughout the school year.

The program's Advisory Board meets annually to assist with development and revision of program goals and curriculum based on data collected from the annual school summary report provided by AHIMA, student surveys, graduate surveys, advisory board member recommendations, healthcare facility surveys and governing health information associations' recommendations.

At times curriculum changes are deemed necessary as a result of recommendations from the American Health Information Management Association's Committee for Education Excellence. The following information will detail the processes required to gain approvals for program modification:

When *minor* course changes or updates are deemed necessary, such as curriculum revisions or textbook updates, these do not require the college's approval. Thus, the course master syllabus would only require an update to reflect the changes. These updates are completed in the Spring annually.

However, when *major* changes or program modifications are deemed necessary the college has an approval process that must be followed depending on the nature of the change such as combining, deleting, or adding courses or major program changes or creation. The following requirements are the procedural steps the program must take in order to make changes at this level:

Combining, deleting, or adding courses

1. Approval from curriculum committee/academic affairs
2. Completed Forms
 - a. Illinois Community College Board (ICCB) Form 11 signed by the Vice President of Academic Affairs
 - b. Syllabus
3. Send email to ir@dacc.edu with Form 11 and Syllabi scanned as separate documents and send a separate email for every course.
4. Institutional Research (IR) department submits to ICCB.
5. Once ICCB has approved IR adds item to Colleague.

Major program changes or creation:

	<ol style="list-style-type: none"> 1. Approval from curriculum committee/academic affairs 2. Completed forms <ol style="list-style-type: none"> a. Program Changes <ol style="list-style-type: none"> i. ICCB Form 22 signed by the Vice President of Academic Affairs ii. Higher Learning Commission (HLC) Inquiry Form for Changes to Existing Degree Programs iii. Curriculum Guide b. Program Creation <ol style="list-style-type: none"> i. ICCB Form 20 signed by the Vice President of Academic Affairs ii. HLC Academic Degree Program Inquiry Form iii. Curriculum Guide 3. Send email to ir@dacc.edu with Form 11 and Syllabi scanned as separate documents and send a separate email for every program. 4. Institutional Research (IR) department submits to ICCB. 5. Once ICCB has approved IR adds item to Colleague.
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The capstone added to HITT 150 was implemented to address the goal of meeting or exceeding the national RHIT pass rates.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<ul style="list-style-type: none"> • Costs to the institution associated with this program: <ol style="list-style-type: none"> 1. Annual accreditation maintenance fee of \$3,000. 2. Accreditation review every 7 years \$10,000 3. Faculty Salary and Benefits • According to an internal cost analysis the program is similar to the average profit of other CTE programs. • General funds
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>N/A</p>

<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The HIT program is already considered a cost-effective program. The director makes efforts to decrease costs to the college by careful use of budgeted dollars and making purchases only when necessary. Often the program shows a surplus of dollars that can be rerouted to other divisional needs. In an effort to offset lower enrollment, the director has teamed up with Adult Education/GED to pursue an ICAPS partnership. The hopes are that this will boost enrollment in the PHMB certificate program.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<ul style="list-style-type: none"> • Tuition Fees 145.00 per credit hour • Technology Fees 25.00 per credit hour • The College offers other waivers to students that can help defray costs (e.g. FT student \$600 waiver; athletics, certain student clubs, etc.) • For the 2020-2021 academic year, the DACC Foundation awarded over 550 scholarships valued at over \$670,000. Scholarships are awarded once a year for the upcoming academic year. • The HIT Program offers a \$500 scholarship to eligible second-year program students • Past efforts to decrease the total number of credit hours from 71 to 63 have reduced the costs per student.
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<p>Noted strengths of the Health Information Technology program at DACC are a strong advisory board filled with HIM leaders from the community, a supportive college, experienced faculty, and director with master's degrees in Health Informatics, an excellent learning management system that allowed lectures to continue during COVID-19 and being campus-based. A well-defined nationally regulated curriculum and small class sizes are also noted strengths. The program also has a positive impact on the HIM community we are associated with as we hold a quarterly conference for CIHIMA wherein CEUs are offered for HIM professionals.</p>

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Keeping up with the changes in the fast-paced industry is always an area of constant attention as the changes occur rapidly in the industry throughout the year.</p> <p>One area of weakness found during the COVID-19 pandemic was the ability to continue to have guest speakers each week in the Intro to HITT 101 course. The director researched how to invite and host guest speakers virtually through the LMS system. This worked so well she was asked to present at the next faculty in-service on the subject.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<ul style="list-style-type: none"> • Traditional • Online • Hybrid <p>Since each course has its own modality, cross-comparison cannot be conducted. However, all courses in each delivery method and their corresponding syllabi are reviewed at least once annually to ensure courses are meeting published outcomes.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>N/A</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>HIT graduates can choose from a variety of work settings across an array of healthcare environments. Career options include health information department supervisor, medical coder, privacy officer, compliance officer, cancer registrar, and many more. AHIMA offers many credentials to specialize in a specific career path. See http://www.ahima.org/certification/exams.</p> <p>Within the AAS there are “laddering” certificates available. The Medical Coding Certificate is fully embedded within the AAS. The PHMB certificate and the Health Data Analyst certificate are easily attainable for AAS students as only 2 additional courses are required to obtain each. All of these certificates either alone or together create a more marketable job candidate and higher earning potential.</p>

<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<ul style="list-style-type: none"> • The virtual laboratory being used for professional practicum experience contains many software applications that allow students to perform HIM duties that they often do not get access to when at facilities. • Virtual professional practice data analysis projects that can be used in lieu of face-to-face clinical practicums were created during the COVID-19 pandemic to facilitate the required experience for our students.
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Students can complete program prerequisites as dual credit options.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Two professional practice experiences.</p> <ul style="list-style-type: none"> • HITT 125 is a course in the first year that uses the virtual laboratory. It contains many different software applications that allow students to perform HIM duties that they often do not get access to when at facilities. • HITT 250 is a work-based learning opportunity. The students are placed at a healthcare facility to work under another HIM professional.
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<ul style="list-style-type: none"> • The Commission on Accreditation for Health Informatics and Information Management (CAHIIM). • The Health Information Technology Program is accredited with CAHIIM having just received continuing accreditation status in March 2022 with a rare perfect score from CAHIIM.
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The industry-recognized credential for this program is the Registered Health Information Technician (RHIT). http://www.ahima.org/certification/RHIT</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>90 hours of Clinical Experience is a requirement for program completion.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>62.5%</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Articulation agreements are in place with Midstate College Medical Coding and Billing Diploma and with Illinois State University Bachelor of HIM program.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>No</p>

<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>The college holds In-Service training for full-time and part-time faculty several times a year. The college also provides funds for conference travel both in-state and out-of-state.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Equipment - computers purchased in 2014 for the HIT computer lab. Technology – students have access to the current software applications being used in the HIM field.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<ol style="list-style-type: none"> 1. Graduate follow-up surveys are formulated and compiled to determine if program goals are being met, if graduates are successful in becoming employed in the field and their future educational goals. 2. An assessment of graduate RHIT exam scores is performed using the calculated data from the School Summary Report provided by AHIMA. These results are assessed for trends and pass rates. 3. Faculty evaluations are performed each semester if faculty is non-tenure for the first 3 years and then annually after that period has passed. The director performs a classroom visit and the following are evaluated: <ul style="list-style-type: none"> • Classroom performance based on knowledge of subject matter and teaching techniques. • Staff development/continuing education related to subject matter and teaching techniques. • Use of assessment and learning outcomes. • Works effectively with colleagues and administrators (Examples: Participates on college committees, community involvement, shows commitment to college, policies and procedures). • Student engagement and communication effectiveness. 4. An additional form of self-assessment the HIT program is involved in is the Campus-Wide General Education Outcomes assessment project. It was instituted as part of a holistic approach by the college to improve learning outcomes and bolster necessary skills for all students. https://www.dacc.edu/assessment. 5. Student surveys are performed and reviewed each semester to determine areas that need improvement. 6. The program’s Advisory Board meets annually to assist with development and revision of program goals, curriculum and to stay abreast of changes in the field.

	<p>7. Student skills are assessed during their professional practice experience using an evaluation form that is completed by the supervisor at the healthcare facility.</p> <p>8. All student grades are assessed at the 10th day, midterm and final grade verification dates for DACC’s Institutional Effectiveness Key Performance Indicator of Student Success which specifies a passing grade to be a C or better. Students below that threshold meet with the Health Information Director to create an academic process improvement plan.</p> <p>9. Annually assess course content to ensure 100% of the entry-level learning competencies at the recommended Bloom’s level are being covered by reviewing course syllabi and curriculum mapping course content.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Program Level Report data is shared with the campus assessment team and the appropriate dean.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<ul style="list-style-type: none"> • The pass rate for the national registered health information technologist (RHIT) exam in 2021 was 70%. • Based on the exam results efforts are being made to ensure graduates meet or exceed national pass rates which include adding a capstone course with embedded RHIT exam prep and mock exams and adding additional test prep time within the final year of the program.
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Student Satisfaction:</p> <p>Question 1 (Majority Strongly Agree)</p> <p>The Health Information Technology Program prepared me to:</p> <p>Acquire the knowledge necessary to function in my current job. Use sound judgment while functioning in my current job. Recommend appropriate procedures relevant to my job. Think critically, solve problems, and develop appropriate action steps.</p> <p>Question 2 (Majority Strongly Agree)</p> <p>Concerning Practice Proficiency:</p> <p>The HIT Program prepared me with the HIM skills to perform as an HIM professional. My professional practice experiences were valuable in reinforcing my HIM skills.</p> <p>Question 3 (Majority Strongly Agree)</p> <p>Concerning the workplace, the HIT Program prepared me to:</p> <p>Communicate effectively within my work setting.</p>

	<p>Conduct myself in an ethical and professional manner. Manage my time efficiently while functioning in my current job. Function effectively as a team member.</p>
3.21 How is student satisfaction information collected?	In a SurveyMonkey survey sent out to graduates in conjunction with the annual Advisory Board.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<ol style="list-style-type: none"> 1. Advisory board members 2. Provide professional practice experiences within their HIM departments.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>To provide our local healthcare facilities with an educated and competent workforce the program's Advisory Board meets annually to assist with the development and revision of program goals and curriculum based on recommendations from the annual school summary report provided by AHIMA, student surveys, graduate surveys, advisory board member recommendations, healthcare facility surveys and governing health information associations' recommendations.</p> <p>The Advisory Committee assists program faculty in monitoring program requirements and expectations thus ensuring program responsiveness to changes in the needs of the evolving HIM skill set. This includes providing professional perspectives and addressing timely changes affecting HIM topics such as ICD-10 coding changes and updates, government mandates, etc. and how these need to be addressed in the program curriculum. The Advisory Board meeting is held once per year, typically in the fall. Advisory Board Members are a mix of past graduates, current students, local HIM professionals in the field, and college employees (advisers/faculty/dean etc.). Community employers, the Advisory Committee and practicum site supervisors provide feedback to the health information program. This provides excellent feedback and advice from multiple perspectives.</p>
3.24 How satisfied are employers in the preparation of the program's graduates?	Very satisfied
3.25 How is employer satisfaction information collected?	In a SurveyMonkey survey sent out to graduates in conjunction with the annual Advisory Board.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	No, participating in the self-study for accreditation resulted in changes being implemented prior to this review.
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LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

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

CTE Program	HEALTH INFORMATION TECHNOLOGY				
CIP Code	51.0707 (AAS) 51.0713 (CODING CERTIFICATE) 51.0707 (HEALTH DATA ANALYST CERTIFICATE) 51.0714 (PUBLIC HEALTH MEDICAL BILLING)				
	2017	2018	2019	2020	2021
Number of Students Enrolled	52	49	39	36	50
Number of Completers	35	29	25	18	24
Other (Please identify)	17 (1 st and 2 nd year students are represented in total and only graduates included in number of completers)	20 (1st and 2nd year students are represented in total and only graduates are included in the number of completers)	14 (1st and 2nd year students are represented in total and only graduates are included in the number of completers)	18 (1st and 2nd year students are represented in total and only graduates are included in the number of completers)	26 (1st and 2nd year students are represented in total and only graduates are included in the number of completers)

How does the data support the program goals? Elaborate.	The data support the program goals of student retention by supporting the achievement of a grade of “C” or higher as evidenced in the completion rates. The academic plan to intervene when a student falls below a “C” has resulted in high rates of retention and completion. The data shows a drop in enrollment during the COVID-affected year of 2020 and a rebound in 2021. This is on-trend across nearly all areas of academia. The director has enacted several lines of strategic recruitment efforts to counteract this trend and this is working as enrollment is trending upwards again.
What disaggregated data was reviewed?	The number of non-completers, the reasons for not completing, and retention rates by race, gender, and age.
Were there gaps in the data? Please explain.	Men are not represented well in the program but they are also underrepresented in the field.
What is the college doing to overcome any identifiable gaps?	Recruiting efforts include speakers that present in several science courses and tours.
Are the students served in this program representative of the total student population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.
Are the students served in this program representative of the district population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	During the next five years, the college is committed to this program, its students, and its quality graduates and is pleased with the current path of growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued efforts in recruiting at every opportunity throughout the academic year.
Resources Needed	Printed program information and promotional materials, scheduling times with affected areas of campus for recruitment, scheduled radio presentation times, coordinate with other HP programs for HP day

	and other joint recruiting opportunities (i.e. high school recruitment, High School Day, etc.), and coordinate with DACC News to post program information and deadlines.
Responsibility Who is responsible for completing or implementing the modifications?	Program Director

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2017-2021

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Medical Office Assistant	Cert	16	510710	

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

Program Objectives

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

Program Outcomes/Objectives

- Students will demonstrate verbal and non-verbal communication for a medical office
- Students will perform the administrative functions needed for the medical office
- Students will demonstrate basic medical practice financials

Possible Occupations:

- Medical Records Specialist
- Medical Secretary/Administrative Assistant
- Healthcare Support Worker

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates,*

Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.

Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program

<p><i>passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><i>* Past actions refer to the Medical Office program in general and are not specific to this certificate</i></p> <p>Past review action items included:</p> <ul style="list-style-type: none"> ● Acquire accreditation by fall 2021 <ul style="list-style-type: none"> ○ Completed: Effective March 18, 2022, the DACC Medical Assistant program received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) ● Focus on recruiting and retaining students <ul style="list-style-type: none"> ○ On-Going: Various efforts for recruiting and retaining students have been made, including but not limited to marketing efforts such as live radio shows and program Facebook page. Instructional improvements based on student assessment have been implemented to retain current students. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Candi Milam; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. C. Milam provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.</p>

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> • Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals • Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p> <p>Accreditation requires the use of either prerequisites or a ‘trigger’ course. Clinical Procedures I is used as the trigger course for the medical assistant program. To progress within the program, students must earn a C or higher course average and pass all competencies. In addition, all core classes of medical assisting require students to pass with a C average and pass all competencies to pass the course.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A certificate is 16 credit hours</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the</p>	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate</p>

	<p>program? Cite local and regional labor market information.</p>	<p>the following:</p> <ul style="list-style-type: none"> ● <i>Medical Records Specialists</i> show an annual compound growth within our region of 0.1% and -0.4% in Illinois ● <i>Medical Secretaries/Administrative Assistants</i> show an annual compound growth within our region of 0.5% and -0.3% in Illinois ● <i>Healthcare Support Workers</i> show an annual compound growth within our region of 0.3% and 1.6% in Illinois <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
	<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The annual growth stated above spans from 2018-2028. In addition to these statistics, local healthcare administrators have expressed interest in creating their own on-the-job training opportunities for medical assistants. While these individuals would not be certified medical assistants, they would occupy open positions within the field. Moving forward, open lines of communication between the college and local healthcare organizations will be essential to project employment outlook and possible partnerships and student/graduate placement.</p>
	<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>
	<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Medical Assistant program would include area high school students, G.E.D. students, and local non-certified healthcare workers.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>

	<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
	<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The review highlighted the need to foster current partnerships and build new partnerships within the industry. Healthcare organizations are beginning to implement on-the-job training programs for medical assistants and other roles. It will be important for Danville Area Community College to strengthen relationships with these organizations/employees in order to develop an additional pipeline of students for the Medical Assistant program.</p>
	<p>Indicator 2: Cost Effectiveness <i>(see ICCB and system resources for cost-effectiveness:</i> https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with this program include full-time faculty salary and benefits package. There is only one full-time instructor so these costs are relatively low, compared to those with multiple instructors. Salary/benefit costs for the full-time instructor average \$79,000. This is comparable to other CTE programs with one instructor, including Early Childhood, Marketing, and Business Administrative Technology. Continued training and professional development, equipment/supplies purchases, and accreditation fees are various charges that may occur.</p> <p>The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the net income for the Medical Assistant program was 7.9%. This positive net was achieved even with the large expense of initial accreditation. The net income for Medical Assistant Personnel was 62%. <i>(Note: this figure includes additional certifications not tied to Medical Assistant.)</i> During the time of this review, the Medical Assistant and Medical Office Personnel programs were in transition; as of 2020-21, the programs have been combined. Moving forward, data will be analyzed for these programs collectively.</p> <p>Other health related CTE programs that had a positive net included: Nursing Assistant (9.8%), Radiologic Technology (15.7%), and Personal Trainer (122.6%). Health related CTE programs with a negative net included: Echocardiography (-28.7%), Nursing (32.7%), and Diagnostic Medical Sonography (-9.8%). The total net income for all CTE programs was -11.1%.</p>

	<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
	<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students include tuition, course fees, books, and certification exam fees. Currently, course fees cover items such as background checks and drug screening. Student cost for this program is comparable, even slightly lower, than other health related CTE programs on campus.</p> <p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions. For this program specifically, some students find the separate certification exam fees difficult to pay. Efforts are being made to include these fees as tuition/course fees, which would potentially allow them to be covered by scholarships or financial aid.</p>
	<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There is only one full-time faculty member that teaches the bulk of the courses. In preparation for accreditation, overhead for supplies and equipment was higher than previous years. This expense should flatten, as the majority of materials purchased are reusable. In addition, the cost benefit of offering an additional instruction site at the Hoopeston Higher Learning center is being explored.</p>
	<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue a solution for the certification fees and monitor student affordability and program costs.</p>

	Indicator 3: Quality	Response
	<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, clinical training, and internships. In the past, the core classes have only been offered as face-to-face lecture. Beginning fall 2022, these core courses will offer hybrid sections as well. The intent of this addition is to make the program more accessible to full-time working students and those driving extended distances, while also maintaining quality of instruction. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p>
	<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Associate Professor Candi Milam, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs. The program’s accrediting body, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), provides guidelines,</p>

		<p>regulations, and program reviews to support continued quality instruction.</p>
	<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Medical Assistant program met Perkins IV program of study requirements and is pending approval as a Perkins V program of study.</p>
	<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Three stackable certificates fall under the parent degree of. Medical Office Assistant AAS. These certificates include Medical Office Assistant, Advanced Medical Office Assistant, and Medical Assistant. These certificates provide various exit points for the program.</p> <p>High school students have the option to enroll in dual credit general education courses before entering the program’s core courses.</p> <p>In addition, the Medical Assistant program is accredited; students have the option of taking nationally recognized industry certification exams including:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA)
	<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Obtaining accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) has been helpful in guiding curriculum alignment and ensuring program relevance.</p> <p>The ‘flipped classroom’ approach is a successful teaching strategy used within the program. Implemented this past</p>

		<p>academic year, the strategy requires students to watch a pre-recorded lecture before attending class. Class time is then focused on a short review and hands-on instruction. The shift from direct instruction to hands-on learning has been well received by students and increased student learning.</p>
	<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students must be at least 18 years of age to complete their competencies. Because of this regulation, dual credit is not an option for the core medical assistant classes. However, students may complete general education courses through dual credit options. Various dual credit opportunities are available for district high schools in the general education area.</p>
	<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>No work-based learning opportunities are included within this specific certificate course sequence. However, opportunities are incorporated within the program curriculum.</p> <p>A clinical/office internship (MEDA200) is built into the third semester of the degree. It allows students to have a work-based learning experience and requires them to use the knowledge and skills they have learned throughout the first year of the program. The experience fosters improvement of skills and creates networking opportunities with members of the field.</p> <p>Many students have found positions within the facility after their internship. It improves the program by providing students real-world opportunities to practice the skills taught within the classroom. In addition to improving the student learning experience, the internship fosters college/industry relationships and allows the institution to keep up-to-date with the changing world of healthcare.</p>
	<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program; however, the college has opted to voluntarily seek accreditation.</p> <p>As of March 18, 2022, the Danville Area Community College Medical Assistant program has received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Medical Assistant Degree has been revised to provide students options to continue their education. The Medical Assistant certificate,</p>

		<p>Medical Office certificate, and Advanced Medical Office certificate are now stackable to build into the Medical Office Assistant degree.</p>														
	<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>While no industry-recognized credentials are embedded within the program itself, students have the option of registering to take the following certification exams:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA) 														
	<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available.</p>														
	<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>As stated above, students have the option of registering to take the following certification exams:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA) <p>To date, students have only opted to take the Registered Medical Assistant (RMA) certification exam. Below are the pass rates:</p> <table border="1" data-bbox="737 1755 1487 1881"> <thead> <tr> <th></th> <th><i>2016</i></th> <th><i>2107</i></th> <th><i>2018</i></th> <th><i>2019</i></th> <th><i>2020</i></th> <th><i>2021</i></th> </tr> </thead> <tbody> <tr> <td><i>DACC</i></td> <td>83%</td> <td>69%</td> <td>88%</td> <td>75%</td> <td>75%</td> <td>100%</td> </tr> </tbody> </table>		<i>2016</i>	<i>2107</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>DACC</i>	83%	69%	88%	75%	75%	100%
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<i>National</i>	81%	81%	79%	70%	77%	73%			
	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Currently, none of the core medical courses are articulated through the Illinois Articulation Initiative (IAI).</p> <p>However, there are a few agreements outside of the core courses. PSYC 100 is a required general education course for degree completion; this is an IAI approved course. In addition to this course, students choose from a pool of humanities courses to meet the humanities requirement—some of which are IAI approved.</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? What opportunities exist for other partnerships?	No additional partnerships have been formed.							
	3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed.							
	3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	<p>Faculty participate in professional development during the institution's fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest.</p> <p>In addition to in-service, the college is in the process of creating a Teaching & Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provides various informational videos for faculty to be accessed in real-time when needed most.</p> <p>Specific to this program, lead faculty Associate Professor</p>							

		<p>Candi Milam attended the American Association of Medical Assistants (AAMA) conference. She also obtained additional training for initial accreditation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and recertified herself as an AAMA Certified Medical Assistant.</p>
	<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
	<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>In preparation for accreditation, the medical assistant lab received an updated remodel throughout the 2020-21 academic year. In addition to common medical office supplies such as bandages, gauze, thermometers, blood pressure cuffs, etc. needed to perform medical assistant duties, the lab has been upgraded to include a washing station and other advanced equipment. In FY22, the program was awarded Perkin funds for the purchase of equipment including a Urine Chemistry Analyzer, Intramuscular and Subcutaneous Simulator, Digital Infant Scale, Autoclave Machine, Handheld Audiometer, and Cardiocheck Analyzer. In addition, specialized supplies will be purchased to support special populations students with disabilities complete lab activities. Specifically, stethoscopes will be purchased that help students with hearing impairments learn to utilize medical devices and demonstrate competencies.</p> <p>Additional Perkins funds have been requested for FY23 equipment/supplies and are awaiting approval. If approved, these funds will help purchase a biohazardous sharps container, a suture skills pad, an advanced newborn care simulator, and portable lab/work station dividers.</p>
	<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p>

		<p>The program also participates in the institution’s annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
	<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
	<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process.</p> <p>During the most recent cycle, the general education outcome critical thinking was assessed. The assessment activity was deliberately chosen to align with specific accreditation requirements. In the first round of assessments, roughly 75% of students were considered competent or higher. It was apparent to faculty that changes should occur to steadily increase that percentage. Tools were developed to help students dissect the situation and identify the evidence for the solution. These tools were successful in helping students break apart a problem and use direct evidence to establish a successful solution. 100% of the students scored competent or higher on the second assessment. This change in instruction and the addition of resources will continue to be used moving forward.</p> <p>In addition to assessment changes, course sequencing was restructured based on findings from the accreditation survey. It was determined all competency based courses must be completed prior to the office/clinical internship.</p>
	<p>3.21 How satisfied are students with their preparation for employment?</p>	<p>Student satisfaction is gauged by the institution’s student survey responses. Per the results, students are very satisfied with the program and employment opportunities after</p>

	<p>How is this student satisfaction information collected?</p>	<p>graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Since many local employers reach out to C. Milam requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.</p>
	<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program’s advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a wider variety of employers.</p>
	<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Many local employers partner with the program as practicum sites. The list includes: all local Carle Clinic locations, Christie Clinic of Danville, Christie Clinic of Champaign, St. Vincent Clinic-Veedersburg, St. Vincent Clinic-Williamsport, Family Practice Medical Center, Iroquois Memorial-Watseka, Gibson Area Health Center-Hoopeston, Horizon Health-Paris.</p> <p>Additionally, this summer, the program will be adding OSF Healthcare-Daville to the list of practicum sites.</p>
	<p>3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program’s annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.</p>
	<p>3.25 What are the program’s strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> ● The program recently obtained accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). ● The program lead, Associate Professor Candi Milam, holds a Master’s degree and AAMA certification. ● Community/employer connections have created a

		pipeline for graduates to employment
	3.26 What are the identified or potential weaknesses of the program?	<p>An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.</p> <p>Another weakness is the division of costs between tuition and certification exams. The optional certification is becoming required by most employers, and the exam fee is often a barrier for students. Low income students do not have the financial resources to complete these exams.</p>
	3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>		
None		
<p>Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.</p>		
CTE Program	Medical Office Assistant Cert	
CIP Code	510710	

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	0	2	1	0
Number of Completers	7	6	0	0	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The above data is reflective of the Medical Office Assistant certificate enrollment and completion rates.</p> <p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age. For disaggregation the data included total enrollment for Medical Office Personnel AAS, Medical Office Certificate, and Advanced Medical Office Certificate.</p> <p>Total program enrollment for these years were as follows:</p> <ul style="list-style-type: none"> ● FY 17 - 38 ● FY 18 - 24 ● FY 19 - 6 ● FY 20 - 2 ● FY 21 - 0 <p>The data showed students are mostly female, ranging from 79.2%-100% of the years reviewed. Over half of the students (57.9-100%) identify as white. The ratio of African American students increased from FY17 through FY19 from 10.5% to 16.7%. FY17 included 15.8% Hispanic students, while FY18 showed 8.3%, and 0% the remaining years. There were no Asian, Hawaiian, or Native American students identified. During FY17(71.1%) and FY18(79.2%), the majority of students were over the age of 25. With the exception of FY20, over half (50-75%) of students were Pell eligible. The majority of students (66.7-100%) do not require accommodations.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollment and completion, the college has been revising the program to meet workforce needs. Now that the degree transformation is complete, more accurate data can be collected and analyzed.</p>				

<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows a large drop of enrolled students and a gap in completers. This is due to program revision. Initially, the degree was Medical Office Personnel AAS; 2018 was the last active year. At that time, the degree was eliminated from the Business/Office program with the intention to transfer it to the Medical Assistant program with stackable credentials. This transition included revisions to all of the certifications referenced in this program report. The final revised degree, Medical Office Assistant AAS, was completed and effective the 2021-22 academic year. Because of the inactive gap, the above data shows no new enrollments. The later completions in FY20 and 21 indicate a few returning students from the initial AAS degree.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>As stated above, with the degree transformation complete, more accurate data can be collected and better analyzed.</p> <p>From the data available, we can tell additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.</p> <p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.</p>
<p>Review Results</p>	

	<p>Action</p>	<ul style="list-style-type: none"> ■ Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
	<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital. In March of 2021, the program received initial accreditation through the Commission on Accreditation of Allied Health Education Programs. With the strong curriculum and certification options, the program is headed in the right direction. Efforts will be made to foster employer relationships and strengthen a pipeline of students.</p>
	<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Maintain program Facebook page and recruit more followers and engagement c. Collaborate with college recruiter for detailed plans on high school recruitment opportunities d. Collaborate with marketing department on potential marketing campaigns 2. Explore avenues of including certification exam fees in tuition - efforts to help relieve the cost for students will be explored beginning the 2022-23 academic year <ol style="list-style-type: none"> a. Possible solution to explore: built in tuition/course fees eligible for financial aid and scholarship funds 3. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board b. Discuss options for possible partnership with any on-the-job training programs 4. Investigate additional learning site - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Analyze reward/risk of adding an additional learning site for the Medical Assistant Program b. Site to be considered: Hoopston Higher Learning Center

	<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
	<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Lower socioeconomic students do not have the financial resources to pay for the certification testing. Avenues to include the cost of testing within the tuition rate should be investigated.</p>
	<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office. External resources will likely include partner practicum sites and other local medical employers.</p>
	<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office. External resources will likely include partner practicum sites and other local medical employers.</p>

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2017-2021

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Advanced Medical Office Assistant	Cert	18	510710	

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

Program Objectives

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

Program Outcomes/Objectives

- Students will identify the anatomy and physiology of the human body for patient care
- Students will identify third party reimbursements requirements for a medical office
- Students will utilize diagnostic and procedural coding protocols in a medical office setting
- Students will protect the legal rights of a patient in the medical office
- Students will recognize personal ethical considerations in healthcare

Possible Occupations:

- Medical Records Specialist
- Medical Secretary/Administrative Assistant
- Healthcare Support Worker

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How

Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.

<p>do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><i>* Past actions refer to the Medical Office program in general and are not specific to this certificate</i></p> <p>Past review action items included:</p> <ul style="list-style-type: none"> ● Acquire accreditation by fall 2021 <ul style="list-style-type: none"> ○ Completed: Effective March 18, 2022, the DACC Medical Assistant program received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) ● Focus on recruiting and retaining students <ul style="list-style-type: none"> ○ On-Going: Various efforts for recruiting and retaining students have been made, including but not limited to marketing efforts such as live radio shows and program Facebook page. Instructional improvements based on student assessment have been implemented to retain current students. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Candi Milam; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. C. Milam provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.</p>

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p> <p>Accreditation requires the use of either prerequisites or a ‘trigger’ course. Clinical Procedures I is used as the trigger course for the medical assistant program. To progress within the program, students must earn a C or higher course average and pass all competencies. In addition, all core classes of medical assisting require students to pass with a C average and pass all competencies to pass the course.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A certificate is 18 credit hours</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market</p>	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following:</p>

<p>information.</p>	<ul style="list-style-type: none"> ● <i>Medical Records Specialists</i> show an annual compound growth within our region of 0.1% and -0.4% in Illinois ● <i>Medical Secretaries/Administrative Assistants</i> show an annual compound growth within our region of 0.5% and -0.3% in Illinois ● <i>Healthcare Support Workers</i> show an annual compound growth within our region of 0.3% and 1.6% in Illinois <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The annual growth stated above spans from 2018-2028. In addition to these statistics, local healthcare administrators have expressed interest in creating their own on-the-job training opportunities for medical assistants. While these individuals would not be certified medical assistants, they would occupy open positions within the field. Moving forward, open lines of communication between the college and local healthcare organizations will be essential to project employment outlook and possible partnerships and student/graduate placement.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Medical Assistant program would include area high school students, G.E.D. students, and local non-certified healthcare workers.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p>

	<p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The review highlighted the need to foster current partnerships and build new partnerships within the industry. Healthcare organizations are beginning to implement on-the-job training programs for medical assistants and other roles. It will be important for Danville Area Community College to strengthen relationships with these organizations/employees in order to develop an additional pipeline of students for the Medical Assistant program.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio 	<p>The primary costs to the institution associated with this program include full-time faculty salary and benefits package. There is only one full-time instructor so these costs are relatively low, compared to those with multiple instructors. Salary/benefit costs for the full-time instructor average \$79,000. This is comparable to other CTE programs with one instructor, including Early Childhood, Marketing, and Business Administrative Technology. Continued training and professional development, equipment/supplies purchases, and accreditation fees are various charges that may occur.</p> <p>The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>

<ul style="list-style-type: none"> ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the net income for the Medical Assistant program was 7.9%. This positive net was achieved even with the large expense of initial accreditation. The net income for Medical Assistant Personnel was 62%. <i>(Note: this figure includes additional certifications not tied to Medical Assistant.)</i> During the time of this review, the Medical Assistant and Medical Office Personnel programs were in transition; as of 2020-21, the programs have been combined. Moving forward, data will be analyzed for these programs collectively.</p> <p>Other health related CTE programs that had a positive net included: Nursing Assistant (9.8%), Radiologic Technology (15.7%), and Personal Trainer (122.6%). Health related CTE programs with a negative net included: Echocardiography (-28.7%), Nursing (32.7%), and Diagnostic Medical Sonography (-9.8%). The total net income for all CTE programs was -11.1%.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p>	<p>The costs to students include tuition, course fees, books, and certification exam fees. Currently, course fees cover items such as background checks and drug screening. Student cost for this program is comparable, even slightly lower, than other health related CTE programs on campus.</p>

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions. For this program specifically, some students find the separate certification exam fees difficult to pay. Efforts are being made to include these fees as tuition/course fees, which would potentially allow them to be covered by scholarships or financial aid.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There is only one full-time faculty member that teaches the bulk of the courses. In preparation for accreditation, overhead for supplies and equipment was higher than previous years. This expense should flatten, as the majority of materials purchased are reusable. In addition, the cost benefit of offering an additional instruction site at the Hoopston Higher Learning center is being explored.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue a solution for the certification fees and monitor student affordability and program costs.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, clinical training, and internships. In the past, the core classes have only been offered as face-to-face lecture. Beginning fall 2022, these core courses will offer hybrid sections as well. The intent of this addition is to make the program more accessible to full-time working students and those driving extended distances, while also maintaining quality of instruction. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p>

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Associate Professor Candi Milam, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs. The program’s accrediting body, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), provides guidelines, regulations, and program reviews to support continued quality instruction.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Medical Assistant program met Perkins IV program of</p>

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>study requirements and is pending approval as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Three stackable certificates fall under the parent degree of. Medical Office Assistant AAS. These certificates include Medical Office Assistant, Advanced Medical Office Assistant, and Medical Assistant. These certificates provide various exit points for the program.</p> <p>High school students have the option to enroll in dual credit general education courses before entering the program’s core courses.</p> <p>In addition, the Medical Assistant program is accredited; students have the option of taking nationally recognized industry certification exams including:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA)
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Obtaining accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) has been helpful in guiding curriculum alignment and ensuring program relevance.</p> <p>The ‘flipped classroom’ approach is a successful teaching strategy used within the program. Implemented this past academic year, the strategy requires students to watch a pre-recorded lecture before attending class. Class time is then focused on a short review and hands-on instruction. The shift from direct instruction to hands-on learning has been well received by students and increased student learning.</p>

<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students must be at least 18 years of age to complete their competencies. Because of this regulation, dual credit is not an option for the core medical assistant classes. However, students may complete general education courses through dual credit options. Various dual credit opportunities are available for district high schools in the general education area.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>No work-based learning opportunities are included within this specific certificate course sequence. However, opportunities are incorporated within the program curriculum.</p> <p>A clinical/office internship (MEDA200) is built into the third semester of the degree. It allows students to have a work-based learning experience and requires them to use the knowledge and skills they have learned throughout the first year of the program. The experience fosters improvement of skills and creates networking opportunities with members of the field.</p> <p>Many students have found positions within the facility after their internship. It improves the program by providing students real-world opportunities to practice the skills taught within the classroom. In addition to improving the student learning experience, the internship fosters college/industry relationships and allows the institution to keep up-to-date with the changing world of healthcare.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program; however, the college has opted to voluntarily seek accreditation.</p> <p>As of March 18, 2022, the Danville Area Community College Medical Assistant program has received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Medical Assistant Degree has been revised to provide students options to continue their education. The Medical Assistant certificate, Medical Office certificate, and Advanced Medical Office certificate are now stackable to build into the Medical Office Assistant degree.</p>

<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>While no industry-recognized credentials are embedded within the program itself, students have the option of registering to take the following certification exams:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA) 																					
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available.</p>																					
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>As stated above, students have the option of registering to take the following certification exams:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA) <p>To date, students have only opted to take the Registered Medical Assistant (RMA) certification exam. Below are the pass rates:</p> <table border="1" data-bbox="756 1472 1511 1661"> <thead> <tr> <th></th> <th><i>2016</i></th> <th><i>2107</i></th> <th><i>2018</i></th> <th><i>2019</i></th> <th><i>2020</i></th> <th><i>2021</i></th> </tr> </thead> <tbody> <tr> <td><i>DACC</i></td> <td>83%</td> <td>69%</td> <td>88%</td> <td>75%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td><i>National</i></td> <td>81%</td> <td>81%</td> <td>79%</td> <td>70%</td> <td>77%</td> <td>73%</td> </tr> </tbody> </table>		<i>2016</i>	<i>2107</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>DACC</i>	83%	69%	88%	75%	75%	100%	<i>National</i>	81%	81%	79%	70%	77%	73%
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<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Currently, none of the core medical courses are articulated through the Illinois Articulation Initiative (IAI).</p> <p>However, there are a few agreements outside of the core courses. PSYC 100 is a required general education course for degree completion; this is an IAI approved course. In addition to this course, students choose from a pool of humanities courses to meet the humanities requirement—some of which are IAI approved.</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>What opportunities exist for other partnerships?</p>	<p>No additional partnerships have been formed.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed.</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>What additional professional development is needed?</p>	<p>Faculty participate in professional development during the institution’s fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest.</p> <p>In addition to in-service, the college is in the process of creating a Teaching & Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provides various informational videos for faculty to be accessed in real-time when needed most.</p> <p>Specific to this program, lead faculty Associate Professor Candi Milam attended the American Association of Medical Assistants (AAMA) conference. She also obtained additional training for initial accreditation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and recertified herself as an AAMA Certified</p>

	<p>Medical Assistant.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>In preparation for accreditation, the medical assistant lab received an updated remodel throughout the 2020-21 academic year. In addition to common medical office supplies such as bandages, gauze, thermometers, blood pressure cuffs, etc. needed to perform medical assistant duties, the lab has been upgraded to include a washing station and other advanced equipment. In FY22, the program was awarded Perkin funds for the purchase of equipment including a Urine Chemistry Analyzer, Intramuscular and Subcutaneous Simulator, Digital Infant Scale, Autoclave Machine, Handheld Audiometer, and Cardiocheck Analyzer. In addition, specialized supplies will be purchased to support special populations students with disabilities complete lab activities. Specifically, stethoscopes will be purchased that help students with hearing impairments learn to utilize medical devices and demonstrate competencies.</p> <p>Additional Perkins funds have been requested for FY23 equipment/supplies and are awaiting approval. If approved, these funds will help purchase a biohazardous sharps container, a suture skills pad, an advanced newborn care simulator, and portable lab/work station dividers.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p>

	<p>The program also participates in the institution’s annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process.</p> <p>During the most recent cycle, the general education outcome critical thinking was assessed. The assessment activity was deliberately chosen to align with specific accreditation requirements. In the first round of assessments, roughly 75% of students were considered competent or higher. It was apparent to faculty that changes should occur to steadily increase that percentage. Tools were developed to help students dissect the situation and identify the evidence for the solution. These tools were successful in helping students break apart a problem and use direct evidence to establish a successful solution. 100% of the students scored competent or higher on the second assessment. This change in instruction and the addition of resources will continue to be used moving forward.</p> <p>In addition to assessment changes, course sequencing was restructured based on findings from the accreditation survey. It was determined all competency based courses must be completed prior to the office/clinical internship.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p>	<p>Student satisfaction is gauged by the institution’s student survey responses. Per the results, students are very satisfied with the program and employment opportunities after</p>

<p>How is this student satisfaction information collected?</p>	<p>graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Since many local employers reach out to C. Milam requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program’s advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a wider variety of employers.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Many local employers partner with the program as practicum sites. The list includes: all local Carle Clinic locations, Christie Clinic of Danville, Christie Clinic of Champaign, St. Vincent Clinic-Veedersburg, St. Vincent Clinic-Williamsport, Family Practice Medical Center, Iroquois Memorial-Watseka, Gibson Area Health Center-Hoopeston, Horizon Health-Paris.</p> <p>Additionally, this summer, the program will be adding OSF Healthcare-Danville to the list of practicum sites.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program’s annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.</p>
<p>3.25 What are the program’s strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> ● The program recently obtained accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). ● The program lead, Associate Professor Candi Milam, holds a Master’s degree and AAMA certification. ● Community/employer connections have created a

	pipeline for graduates to employment
3.26 What are the identified or potential weaknesses of the program?	<p>An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.</p> <p>Another weakness is the division of costs between tuition and certification exams. The optional certification is becoming required by most employers, and the exam fee is often a barrier for students. Low income students do not have the financial resources to complete these exams.</p>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
None	
Performance and Equity	
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.	
CTE Program	Advanced Medical Office Assistant Cert
CIP Code	510710

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	5	1	0	0
Number of Completers	2	1	1	0	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The above data is reflective of the Advanced Medical Office Assistant certificate enrollment and completion rates.</p> <p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age. For disaggregation the data included total enrollment for Medical Office Personnel AAS, Medical Office Certificate, and Advanced Medical Office Certificate.</p> <p>Total program enrollment for these years were as follows:</p> <ul style="list-style-type: none"> ● FY 17 - 38 ● FY 18 - 24 ● FY 19 - 6 ● FY 20 - 2 ● FY 21 - 0 <p>The data showed students are mostly female, ranging from 79.2%-100% of the years reviewed. Over half of the students (57.9-100%) identify as white. The ratio of African American students increased from FY17 through FY19 from 10.5% to 16.7%. FY17 included 15.8% Hispanic students, while FY18 showed 8.3%, and 0% the remaining years. There were no Asian, Hawaiian, or Native American students identified. During FY17(71.1%) and FY18(79.2%), the majority of students were over the age of 25. With the exception of FY20, over half (50-75%) of students were Pell eligible. The majority of students (66.7-100%) do not require accommodations.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollment and completion, the college has been revising the program to meet workforce needs. Now that the degree transformation is complete, more accurate data can be collected and analyzed.</p>				

<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows a large drop of enrolled students and a gap in completers. This is due to program revision. Initially, the degree was Medical Office Personnel AAS; 2018 was the last active year. At that time, the degree was eliminated from the Business/Office program with the intention to transfer it to the Medical Assistant program with stackable credentials. This transition included revisions to all of the certifications referenced in this program report. The final revised degree, Medical Office Assistant AAS, was completed and effective the 2021-22 academic year. Because of the inactive gap, the above data shows no new enrollments. The later completions in FY20 and 21 indicate a few returning students from the initial AAS degree.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>As stated above, with the degree transformation complete, more accurate data can be collected and better analyzed.</p> <p>From the data available, we can tell additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.</p> <p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.</p>
<p>Review Results</p>	

<p>Action</p>	<ul style="list-style-type: none"> ■ Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital. In March of 2021, the program received initial accreditation through the Commission on Accreditation of Allied Health Education Programs. With the strong curriculum and certification options, the program is headed in the right direction. Efforts will be made to foster employer relationships and strengthen a pipeline of students.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Maintain program Facebook page and recruit more followers and engagement c. Collaborate with college recruiter for detailed plans on high school recruitment opportunities d. Collaborate with marketing department on potential marketing campaigns 2. Explore avenues of including certification exam fees in tuition - efforts to help relieve the cost for students will be explored beginning the 2022-23 academic year <ol style="list-style-type: none"> a. Possible solution to explore: built in tuition/course fees eligible for financial aid and scholarship funds 3. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board b. Discuss options for possible partnership with any on-the-job training programs 4. Investigate additional learning site - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Analyze reward/risk of adding an additional learning site for the Medical Assistant Program b. Site to be considered: Hoopston Higher Learning Center

<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Lower socioeconomic students do not have the financial resources to pay for the certification testing. Avenues to include the cost of testing within the tuition rate should be investigated.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office. External resources will likely include partner practicum sites and other local medical employers.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office. External resources will likely include partner practicum sites and other local medical employers.</p>

Career & Technical Education

College Name: Danville Area Community College

Academic Years Reviewed: FY 2017-2021

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Medical Office Assistant	Degree	60	510716	<ul style="list-style-type: none"> ● Medical Assistant ● Medical Office Assistant ● Advanced Medical Office Assistant

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

Program Objectives

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

Program Outcomes/Objectives

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

	<p>Possible Occupations:</p> <ul style="list-style-type: none"> ● Certified/Non-Certified Medical Assistant ● Medical Records Specialist ● Medical Secretary/Administrative Assistant ● Healthcare Support Worker
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past review action items included:</p> <ul style="list-style-type: none"> ● Acquire accreditation by fall 2021 <ul style="list-style-type: none"> ○ Completed: Effective March 18, 2022, the DACC Medical Assistant program received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) ● Focus on recruiting and retaining students <ul style="list-style-type: none"> ○ On-Going: Various efforts for recruiting and retaining students have been made, including but not limited to marketing efforts such as live radio shows and program Facebook page. Instructional improvements based on student assessment have been implemented to retain current students. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program.

<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Candi Milam; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. C. Milam provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. J. Slavik compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Pre-requisites or placement scores were not analyzed as part of this review specifically.</p> <p>Accreditation requires the use of either prerequisites or a ‘trigger’ course. Clinical Procedures I is used as the trigger course for the medical assistant program. To progress within the program, students must earn a C or higher course average and pass all competencies. In addition, all core classes of medical assisting require students to pass with a C average and pass all competencies to pass the course.</p>

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A degree is 60 credits
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following:</p> <ul style="list-style-type: none"> ● <i>Medical Records Specialists</i> show an annual compound growth within our region of 0.1% and -0.4% in Illinois ● <i>Medical Secretaries/Administrative Assistants</i> show an annual compound growth within our region of 0.5% and -0.3% in Illinois ● <i>Healthcare Support Workers</i> show an annual compound growth within our region of 0.3% and 1.6% in Illinois ● <i>Medical Assistants</i> show an annual compound growth within our region of 1.3% and 0.8% in Illinois (as of Dec 2020) <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>The annual growth stated above spans from 2018-2028. In addition to these statistics, local healthcare administrators have expressed interest in creating their own on-the-job training opportunities for medical assistants. While these individuals would not be certified medical assistants, they would occupy open positions within the field. Moving forward, open lines of communication between the college and local healthcare organizations will be essential to project employment outlook and possible partnerships and student/graduate placement.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>

<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The specific pipeline of students for the Medical Assistant program would include area high school students, G.E.D. students, and local non-certified healthcare workers.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The review highlighted the need to foster current partnerships and build new partnerships within the industry. Healthcare organizations are beginning to implement on-the-job training programs for medical assistants and other roles. It will be important for Danville Area Community College to strengthen relationships with these organizations/employees in order to develop an additional pipeline of students for the Medical Assistant program.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with this program include full-time faculty salary and benefits package. There is only one full-time instructor so these costs are relatively low, compared to those with multiple instructors. Salary/benefit costs for the full-time instructor average \$79,000. This is comparable to other CTE programs with one instructor, including Early Childhood, Marketing, and Business Administrative Technology. Continued training and professional development, equipment/supplies purchases, and accreditation fees are various charges that may occur.</p> <p>The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the net income for the Medical Assistant program was 7.9%. This positive net was achieved even with the large expense of initial accreditation. The net income for Medical Assistant Personnel was 62%. <i>(Note: this figure includes additional certifications not tied to Medical Assistant.)</i> During the time of this review, the Medical Assistant and Medical Office Personnel programs were in transition; as of 2020-21, the programs have been combined. Moving forward, data will be analyzed for these programs collectively.</p> <p>Other health related CTE programs that had a positive net included: Nursing Assistant (9.8%), Radiologic Technology (15.7%), and Personal Trainer (122.6%). Health related CTE programs with a negative net included: Echocardiography (-28.7%), Nursing (32.7%), and Diagnostic Medical Sonography (-9.8%). The total net income for all CTE programs was -11.1%.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students include tuition, course fees, books, and certification exam fees. Currently, course fees cover items such as background checks and drug screening. Student cost for this program is comparable, even slightly lower, than other health related CTE programs on campus.</p> <p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions. For this program specifically, some students find the separate certification exam fees difficult to pay. Efforts are being made to include these fees as tuition/course fees, which would potentially allow them to be covered by scholarships or financial aid.</p>	
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There is only one full-time faculty member that teaches the bulk of the courses. In preparation for accreditation, overhead for supplies and equipment was higher than previous years. This expense should flatten, as the majority of materials purchased are reusable. In addition, the cost benefit of offering an additional instruction site at the Hoopston Higher Learning center is being explored.</p>	
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time. The college will continue to pursue a solution for the certification fees and monitor student affordability and program costs.</p>	
<p>Indicator 3: Quality</p>	<p>Response</p>	

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, clinical training, and internships. In the past, the core classes have only been offered as face-to-face lecture. Beginning fall 2022, these core courses will offer hybrid sections as well. The intent of this addition is to make the program more accessible to full-time working students and those driving extended distances, while also maintaining quality of instruction. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Associate Professor Candi Milam, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs. The program’s accrediting body, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), provides guidelines, regulations, and program reviews to support continued quality instruction.</p>
<p>3.3 Is this program part of a Program of Study as defined by</p>	<p>With the change to Perkins V, all funded programs must go</p>

<p>Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>through a new program of study approval process.</p> <p>The Medical Assistant program met Perkins IV program of study requirements and is pending approval as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Three stackable certificates fall under the parent degree of Medical Office Assistant AAS. These certificates include Medical Office Assistant, Advanced Medical Office Assistant, and Medical Assistant. These certificates provide various exit points for the program.</p> <p>High school students have the option to enroll in dual credit general education courses before entering the program’s core courses.</p> <p>In addition, the Medical Assistant program is accredited; students have the option of taking nationally recognized industry certification exams including:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA)
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Obtaining accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) has been helpful in guiding curriculum alignment and ensuring program relevance.</p> <p>The ‘flipped classroom’ approach is a successful teaching strategy used within the program. Implemented this past academic year, the strategy requires students to watch a pre-recorded lecture before attending class. Class time is then focused on a short review and hands-on instruction. The shift from direct instruction to hands-on learning has been well received by students and increased student learning.</p>

<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students must be at least 18 years of age to complete their competencies. Because of this regulation, dual credit is not an option for the core medical assistant classes. However, students may complete general education courses through dual credit options. Various dual credit opportunities are available for district high schools in the general education area.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>A clinical/office internship (MEDA200) is built into the third semester of the degree. It allows students to have a work-based learning experience and requires them to use the knowledge and skills they have learned throughout the first year of the program. The experience fosters improvement of skills and creates networking opportunities with members of the field.</p> <p>Many students have found positions within the facility after their internship. It improves the program by providing students real-world opportunities to practice the skills taught within the classroom. In addition to improving the student learning experience, the internship fosters college/industry relationships and allows the institution to keep up-to-date with the changing world of healthcare.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program; however, the college has opted to voluntarily seek accreditation.</p> <p>As of March 18, 2022, the Danville Area Community College Medical Assistant program has received initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Medical Assistant Degree has been revised to provide students options to continue their education. The Medical Assistant certificate, Medical Office certificate, and Advanced Medical Office certificate are now stackable to build into the Medical Office Assistant degree.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>While no industry-recognized credentials are embedded within the program itself, students have the option of registering to take the following certification exams:</p> <ul style="list-style-type: none"> ● Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) ● Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) ● National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) ● Certified Medical Assistant (CMA) from the American

		Association of Medical Assistant (AAMA)																					
	3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities are available.																					
	3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	<p>As stated above, students have the option of registering to take the following certification exams:</p> <ul style="list-style-type: none"> • Registered Medical Assistant (RMA) from the American Medical Technologist (AMT) • Clinical Medical Assistant Certified (CMAC) from the American Medical Certification Association (AMCA) • National Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT) • Certified Medical Assistant (CMA) from the American Association of Medical Assistant (AAMA) <p>To date, students have only opted to take the Registered Medical Assistant (RMA) certification exam. Below are the pass rates:</p> <table border="1"> <thead> <tr> <th></th> <th><i>2016</i></th> <th><i>2107</i></th> <th><i>2018</i></th> <th><i>2019</i></th> <th><i>2020</i></th> <th><i>2021</i></th> </tr> </thead> <tbody> <tr> <td><i>DACC</i></td> <td>83%</td> <td>69%</td> <td>88%</td> <td>75%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td><i>National</i></td> <td>81%</td> <td>81%</td> <td>79%</td> <td>70%</td> <td>77%</td> <td>73%</td> </tr> </tbody> </table>		<i>2016</i>	<i>2107</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>DACC</i>	83%	69%	88%	75%	75%	100%	<i>National</i>	81%	81%	79%	70%	77%	73%
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	3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Currently, none of the core medical courses are articulated through the Illinois Articulation Initiative (IAI).</p> <p>However, there are a few agreements outside of the core courses. PSYC 100 is a required general education course for degree completion; this is an IAI approved course. In addition to this course, students choose from a pool of humanities courses to meet the humanities requirement—some of which are IAI approved.</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? What opportunities exist for other	No additional partnerships have been formed.																					

partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed.
<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>What additional professional development is needed?</p>	<p>Faculty participate in professional development during the institution’s fall and spring in-service. Included in the in-service days are faculty professional development hours; planning of this training is led by the Office of Academic Affairs and the Teaching and Learning Team. Topics of training are chosen based on data-driven decisions of institutional need and faculty interest.</p> <p>In addition to in-service, the college is in the process of creating a Teaching & Learning Center. While the details of the center and direction it will take are still undecided, the collection and sharing of faculty resources has begun. A college YouTube channel, The Jag Wire, provides various informational videos for faculty to be accessed in real-time when needed most.</p> <p>Specific to this program, lead faculty Associate Professor Candi Milam attended the American Association of Medical Assistants (AAMA) conference. She also obtained additional training for initial accreditation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and recertified herself as an AAMA Certified Medical Assistant.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	In preparation for accreditation, the medical assistant lab received an updated remodel throughout the 2020-21 academic year. In addition to common medical office supplies such as bandages, gauze, thermometers, blood pressure cuffs, etc. needed to perform medical assistant duties, the lab has been

		<p>upgraded to include a washing station and other advanced equipment. In FY22, the program was awarded Perkin funds for the purchase of equipment including a Urine Chemistry Analyzer, Intramuscular and Subcutaneous Simulator, Digital Infant Scale, Autoclave Machine, Handheld Audiometer, and Cardiocheck Analyzer. In addition, specialized supplies will be purchased to support special populations students with disabilities complete lab activities. Specifically, stethoscopes will be purchased that help students with hearing impairments learn to utilize medical devices and demonstrate competencies.</p> <p>Additional Perkins funds have been requested for FY23 equipment/supplies and are awaiting approval. If approved, these funds will help purchase a biohazardous sharps container, a suture skills pad, an advanced newborn care simulator, and portable lab/work station dividers.</p>
	<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on demonstrations. In preparation for certification, students are exposed to and evaluated on individual competencies throughout the length of the program.</p> <p>The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
	<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
	<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Assessment of student learning is an on-going cycle; changes within the program and courses are often initiated by the data collected from the assessment process.</p> <p>During the most recent cycle, the general education outcome critical thinking was assessed. The assessment activity was deliberately chosen to align with specific accreditation requirements. In the first round of assessments, roughly 75% of</p>

	<p>students were considered competent or higher. It was apparent to faculty that changes should occur to steadily increase that percentage. Tools were developed to help students dissect the situation and identify the evidence for the solution. These tools were successful in helping students break apart a problem and use direct evidence to establish a successful solution. 100% of the students scored competent or higher on the second assessment. This change in instruction and the addition of resources will continue to be used moving forward.</p> <p>In addition to assessment changes, course sequencing was restructured based on findings from the accreditation survey. It was determined all competency based courses must be completed prior to the office/clinical internship.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Since many local employers reach out to C. Milam requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen frequently.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, accreditation, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a wider variety of employers.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Many local employers partner with the program as practicum sites. The list includes: all local Carle Clinic locations, Christie Clinic of Danville, Christie Clinic of Champaign, St. Vincent Clinic-Veedersburg, St. Vincent Clinic-Williamspport, Family Practice Medical Center, Iroquois Memorial-Watseka, Gibson Area Health Center-Hoopeston, Horizon Health-Paris.</p> <p>Additionally, this summer, the program will be adding OSF Healthcare-Danville to the list of practicum sites.</p>

<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.</p>
<p>3.25 What are the program's strengths?</p>	<p>Some program strengths include:</p> <ul style="list-style-type: none"> ● The program recently obtained accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). ● The program lead, Associate Professor Candi Milam, holds a Master's degree and AAMA certification. ● Community/employer connections have created a pipeline for graduates to employment
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.</p> <p>Another weakness is the division of costs between tuition and certification exams. The optional certification is becoming required by most employers, and the exam fee is often a barrier for students. Low income students do not have the financial resources to complete these exams.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>No, not at this time.</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	
<p>None</p>	

Performance and Equity

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

CTE Program	Medical Office Assistant				
CIP Code	510716				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	6	1	0	1
Number of Completers	4	1	0	2	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The above data is reflective of Medical Office Personnel AAS enrollment and completion rates.</p> <p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age. For disaggregation the data included total enrollment for Medical Office Personnel AAS, Medical Office Certificate, and Advanced Medical Office Certificate.</p> <p>Total program enrollment for these years were as follows:</p> <ul style="list-style-type: none"> ● FY 17 - 38 ● FY 18 - 24 ● FY 19 - 6 ● FY 20 - 2 ● FY 21 - 0 <p>The data showed students are mostly female, ranging from 79.2%-100% of the years reviewed. Over half of the students (57.9-100%) identify as white. The ratio of African American students increased from FY17 through FY19 from 10.5% to 16.7%. FY17 included 15.8% Hispanic students, while FY18 showed 8.3%, and 0% the remaining years. There were no Asian, Hawaiian, or Native American students identified. During FY17(71.1%) and FY18(79.2%), the majority of students were over the age of 25. With the exception of FY20, over half (50-75%) of students were Pell eligible. The majority of students (66.7-100%) do not require accommodations.</p>				
How does the data support the program goals?	<p>The goal of the program is to prepare students to enter the workforce. While the data collected shows low enrollment and completion, the college has been revising the program to meet workforce needs. Now</p>				

Elaborate.	that the degree transformation is complete, more accurate data can be collected and analyzed.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The data shows a large drop of enrolled students and a gap in completers. This is due to program revision. Initially, the degree was Medical Office Personnel AAS; 2018 was the last active year. At that time, the degree was eliminated from the Business/Office program with the intention to transfer it to the Medical Assistant program with stackable credentials. This transition included revisions to all of the certifications referenced in this program report. The final revised degree, Medical Office Assistant AAS, was completed and effective the 2021-22 academic year. Because of the inactive gap, the above data shows no new enrollments. The later completions in FY20 and 21 indicate a few returning students from the initial AAS degree.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	<p>As stated above, with the degree transformation complete, more accurate data can be collected and better analyzed.</p> <p>From the data available, we can tell additional gender and ethnic representation would be ideal. Future marketing efforts will be mindful of this and expand the target audience to include these individuals.</p> <p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.</p>
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.
Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the female gender is highly represented; additional gender representation would be ideal.
Review Results	

	Action	<ul style="list-style-type: none"> ■ Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	<p>The program curriculum was recently revised and appears to be current and vital. In March of 2021, the program received initial accreditation through the Commission on Accreditation of Allied Health Education Programs. With the strong curriculum and certification options, the program is headed in the right direction. Efforts will be made to foster employer relationships and strengthen a pipeline of students.</p>
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Maintain program Facebook page and recruit more followers and engagement c. Collaborate with college recruiter for detailed plans on high school recruitment opportunities d. Collaborate with marketing department on potential marketing campaigns 2. Explore avenues of including certification exam fees in tuition - efforts to help relieve the cost for students will be explored beginning the 2022-23 academic year <ol style="list-style-type: none"> a. Possible solution to explore: built in tuition/course fees eligible for financial aid and scholarship funds 3. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board b. Discuss options for possible partnership with any on-the-job training programs 4. Investigate additional learning site - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Analyze reward/risk of adding an additional learning site for the Medical Assistant Program b. Site to be considered: Hoopeston Higher Learning Center

<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Lower socioeconomic students do not have the financial resources to pay for the certification testing. Avenues to include the cost of testing within the tuition rate should be investigated.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office. External resources will likely include partner practicum sites and other local medical employers.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office. External resources will likely include partner practicum sites and other local medical employers.</p>

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2017-2021

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
Criminal Justice Corrections-Parole Officer Option	AAS Degree	60	430102	Criminal Justice Corrections-Parole Officer Option Certificate (30 CH)

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

Program Objectives

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

Program Outcomes/Objectives

- Students will demonstrate competency in oral and written reporting of incidents.
- Students will be able to identify issues in the criminal justice process and evaluate their effect on the perpetrator, criminal justice personnel and the system.
- Students will comprehend how ethical principles are applied in the criminal justice system.
- Students will be able to utilize computer skills and online tools related to the criminal justice field.
- Students will comprehend how local, national and global policies affect diverse cultures, ethnicity and majority/minority relationships.

Possible Occupations:

Correctional Officer
Parole Officer
Probation Officer

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates,*

Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.

Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed

<p><i>assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution’s assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students’ strengths and weaknesses within the program; this process guides the program’s efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>“Continue with minor improvements” was the recommendation in the last review.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Thomas Carey; Director of Institutional Research/Effectiveness ● Rickey Williams, Professor ● Tim Carter, Adjunct Faculty ● Dr. Penny McConnell, Assistant Vice President Academic Affairs and past Dean of Liberal Arts & Library Services <p>Mr. Carey provided employment and institutional data. Mr. Williams and Mr. Carter provided program insight and reflection. Dr. McConnell provided project guidance, compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provided feedback received from students and personal observation of enrollment trends, etc. ● Advisory Committee – The Criminal Justice Advisory Committee meets annually. Members include college, law enforcement, and community members; topics of review include employment trends/needs, college/law enforcement professional partnerships, curriculum review, program objectives and future goals. ● Students – Student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	- No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This AAS degree is 60 credit hours and the certificate is 30 credit hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <p><i>Probation Officers and Correctional Treatment Specialists</i> EDR2: -0.1% Illinois: -1.2%</p> <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>The annual growth stated above spans from 2018-2028.</p> <p>The slightly negative growth over the ten year period is attributed to the fact there were many retirements within the Correctional field in Illinois at the beginning of this period. Retirements are expected to decline resulting in fewer openings.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.

<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. One of the most productive pipelines for criminal justice students is the College Express program. High school students from throughout the county come to the DACC campus five days a week for an hour and a half each day and take courses in the Criminal Justice and other CTE programs for dual credit. Students are also recruited via DACC’s live radio program, Facebook, and YouTube where students can find promotional videos produced by the DACC Video Department.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the Academic Affairs Office, the curriculum committee, the assessment team, accrediting bodies, and/or the Advisory Committee.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the Advisory Committee (if not initiated there) for further review. It is then reviewed by the Curriculum Committee, which consists of the Vice President and Assistant Vice President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Local corrections officials have requested the College look into providing more immersive learning opportunities both for current students and professionals already working in the field. This is one of the main areas the College’s new Teaching and Learning Center is focusing on, not just for Criminal Justice but for a variety of CTE programs, such as manufacturing and nursing.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with the Criminal Justice program includes the full-time faculty salary and benefits package and salary for part-time instructors. There is one full-time instructor and three part-time instructors in the Program. The base salary/benefit costs for the full-time instructor is comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Criminal Justice program was just under 20%, with the highest income in FY 2017 (35.9%) and the lowest income in FY 2021 (7.7%). These percentages align with low student enrollment and the time of the pandemic and its negative effect upon enrollment.</p> <p>The Criminal Justice program fared better than other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology, all of which had negative net incomes over the period under review.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The Criminal Justice Program is mainly funded through the institution's general education fund. Perkins funds were requested and used for equipment in FY 2018. A loss of grant funds would have minimal if any impact on this program.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Textbook costs have been reduced significantly for this program because the lead instructor moved all courses to digital resources that are significantly less expensive than hard copy textbooks. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p>

<p>financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The college recognizes students may have financial barriers. Efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, and on campus employment. The institution has a robust Foundation that oversees a generous scholarship fund. For FY 2022, 100% of the students who applied were awarded some form of scholarship. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions. The American Job Center, which is affiliated with the College, works closely with local employers and individuals seeking employment to assist with overcoming financial and other barriers to participation in CTE programs.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Criminal Justice is a cost-effective program. There is only one full time faculty member and two part-time faculty who teach the courses in the program. Credit hours generated by the program dropped slightly from FY 2017 (923) to FY 2021 (786) but the College is optimistic that enrollment will trend up to what it was prior to COVID 19, based on FY 2022 enrollments.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, lab, hybrid courses, online courses, and internships. Assessment data is collected/analyzed on the various modalities and will guide any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Professor Williams is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the</p>

	<p>office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms, labs and/or online courses. Faculty are also evaluated each semester by the students in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Committee provides guidance based on what is happening in the profession.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Criminal Justice Corrections-Parole Officer Option meets all of the requirements for a Program of Study. It provides a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State standards, addresses not just academic and technical knowledge but also employability skills, is aligned with local, regional and state employment needs, and culminates with a recognized postsecondary credential.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>High school students have the option to enroll in Criminal Justices courses as part of College Express, which is a dual credit program. They can earn up to 12 credit hours towards the 61 credit hour degree program (almost 20% of the total) while still in high school. This is at no cost to the student.</p>

<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The use of drones in the law enforcement profession was added to the curriculum since the last review. Currently faculty are working with local agencies to incorporate immersive learning opportunities into the curriculum and into ongoing training for working professionals. Virtual reality allows individuals to experience what it is like to be in real life situations and to anticipate how to act/react in those situations.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit is offered every year through the College Express program. High school students attend classes five days a week for an hour and a half each day and can complete 12 credit hours towards the degree if they are enrolled both junior and senior years.</p> <p>Students from every high school in the district participate in College Express, and almost every school has students in the Criminal Justice classes. A total of 1395 credit hours were generated by just over 100 high school students in Criminal Justice courses FY 2017- FY 2021 with a high of 309 credit hours in FY 2017 and a low of 219 in FY 2021 as a result of COVID 19.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>As part of the degree requirements students in the Criminal Justice Corrections –Parole Office Option must complete a 3 credit hour internship at an approved criminal justice site. Students receive 160 hours of practical experience and on-the-job training. They usually complete the internship halfway through the program.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Not at this time.</p>
<p>3.11 Please list all applicable licensure and industry/professional</p>	<p>Not applicable.</p>

examinations. Include examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Criminal Justice program currently has articulation agreements with Eastern Illinois University, Western Illinois University, and Indiana State University. .
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The Criminal Justice program is working even more closely with local agencies as a result of the new Chief of Security on the DACC campus. He is a retired officer from the Danville Police Department and has initiated numerous collaborations between that department, the county Sheriff's Office, the local correctional centers, and the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed but there has been renewed efforts to identify gaps in access and success and to address those gaps.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	The College has created a Teaching and Learning Center which is focusing on five areas: Competency Based Learning, Immersive Learning, Micro-credentials, Diversity, Equity and Inclusion, and Learning Resources Affordability & Accessibility. All faculty will be invited to participate in these areas and professional development will be provided. Full-time faculty receive a small stipend each year to use towards professional development of their choice, and part-time faculty are invited to participate in the College's Part Time Faculty Academy, which provides professional development opportunities each year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	Current technology meets current needs but more resources will be needed to provide immersive learning opportunities for students in the Criminal Justice program.
3.18 What assessment methods are used to ensure student success?	Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.

	<p>The Criminal Justice program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p> <p>Each academic division has an Assessment Champion. The Assessment Champions are participating in an Assessment Academy sponsored by the Higher Learning Commission. As a result of this academy, the assessment process at DACC has deepened.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>No changes are recommended at this time.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local criminal justice professionals, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p>

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Advisory Council is very active in helping determine curriculum for students.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local agencies have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those agencies that do not attend the meeting but participate as an internship site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Technology is constantly updated to remain current. Course offerings are in line with skills needed in the profession. The College and the program have exceptional rapport and connection with local professionals in the field.
3.26 What are the identified or potential weaknesses of the program?	One of the problems is local agencies often hire students in the program before they have completed the degree.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

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

None

Performance and Equity

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

CTE Program	Criminal Justice Corrections-Parole Officer Option				
CIP Code	430107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	1	1	0	2

Number of Completers	1	1	0	0	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Data for the Criminal Justice Program was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 50 % average Male between FY17 and FY21 - 50 % average Female between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 80% average White - 10% average Black - 5% average Hispanic - 0% average Other - 5% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 54 % average Yes - 46 % average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 7 % average Yes - 93 % average No <p>Age:</p> <ul style="list-style-type: none"> - 52 % average Under 20 - 36 % average 20-25 - 12 % average Over 25 				
<p>How does the data support the program goals? Elaborate.</p>	<p>The challenges posed by the COVID pandemic had a negative impact on completion rates in the Criminal Justice Program with the percentages falling from 67% and 8% in FY 17 and FY18, respectively, to 29% and 40% in FY 19 and FY 20. Completion rates are not yet available for students who started FY 21. Overall retention rates in the program were stable, however, with fall to fall retention rates being 67% in FY 17, 100% in FY 18, FY 19 and FY 20, and 67% in FY 21.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please</p>	<p>Males and females and PELL versus Non-PELL eligible are equally represented in the program.</p> <p>Whites far outnumber other races:</p> <ul style="list-style-type: none"> - 80% White, 				

explain.	<ul style="list-style-type: none"> - 10% Black - 5% Hispanic - 5% Unknown <p>Just over half of the students were under the age of 20, just over a third were between 20 and 25, and 12% were over 25.</p>
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the College has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Review Results	
Action	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The College will continue to work with local agencies to recruit students into the program, which is preparing individuals to work in a critical field that is seeing extreme pressure from external forces to change.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete a program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on

	<p>high school recruitment opportunities</p> <p>c. Collaborate with marketing department on potential marketing campaigns</p> <p>2. Strengthen agency relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years to identify additional ways the program can collaborate with local law enforcement agencies to recruit, retain, and retrain law enforcement personnel.</p> <p>3. Complete a feasibility study – explore what additions would enhance the Criminal Justice curriculum.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The biggest gap currently is simply in the number/percentage of students in the program who are from minority backgrounds. The College will continue to market the Program to individuals from Black and Hispanic backgrounds.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education

College Name:		Danville Area Community College		
Academic Years Reviewed:		FY 2017-2021		
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
Criminal Justice Law Enforcement Option	AAS Degree	61	430107	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p><u>Program Outcomes/Objectives</u></p> <ul style="list-style-type: none"> ● Students will demonstrate competency in oral and written reporting of incidents. ● Students will be able to identify issues in the criminal justice process and evaluate their effect on the perpetrator, criminal justice personnel and the system. ● Students will comprehend how ethical principles are applied in the criminal justice system. ● Students will be able to utilize computer skills and online tools related to the criminal justice field. ● Students will comprehend how local, national and global policies affect diverse cultures, ethnicity and majority/minority relationships. <p><u>Possible Occupations:</u> Law enforcement officer</p>		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>		<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of</p>		

	<p>Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>"Continue with minor improvements" was the recommendation in the last review.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Thomas Carey; Director of Institutional Research/Effectiveness ● Rickey Williams, Professor ● Tim Carter, Adjunct Faculty ● Dr. Penny McConnell, Assistant Vice President Academic Affairs and past Dean of Liberal Arts & Library Services <p>Mr. Carey provided employment and institutional data. Mr. Williams and Mr. Carter provided program insight and reflection. Dr. McConnell provided project guidance, compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provided feedback received from students and personal observation of enrollment trends, etc. ● Advisory Committee – The Criminal Justice Advisory Committee meets annually. Members include college, law enforcement, and community members; topics of review include employment trends/needs, college/law enforcement professional partnerships, curriculum review, program objectives and future goals. ● Students – Student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	- No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This AAS degree is 61 credit hours because there are three courses that are 4 credit hours and two that are 2 credit hours. All other courses are 3 credit hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028: <ul style="list-style-type: none"> • <i>Police and Sheriff's Patrol Officers</i> EDR2: 0.1% Illinois: 0.0% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The annual growth stated above spans from 2018-2028. Due to higher than usual retirements from all levels of law enforcement (local, regional and state) the need for law enforcement officers will increase locally in the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
1.4 How does the institution/program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment is an ongoing effort for all programs on campus. One of the most productive pipelines for criminal justice students is the College Express program. High school students from throughout the county come to the DACC campus five days a week for an hour and a half each day and take courses in the Criminal Justice and other CTE programs for dual credit. Students are also recruited via DACC's live radio program, Facebook, and YouTube where students can find promotional

	videos produced by the DACC Video Department.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the Academic Affairs Office, the curriculum committee, the assessment team, accrediting bodies, and/or the Advisory Committee.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the Advisory Committee (if not initiated there) for further review. It is then reviewed by the Curriculum Committee, which consists of the Vice President and Assistant Vice President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice President before submission to ICCB/HLC.</p>
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Local law enforcement officials have requested the College look into providing more immersive learning opportunities both for current students and professionals already working in the field. This is one of the main areas the College's new Teaching and Learning Center is focusing on, not just for Criminal Justice but for a variety of CTE programs, such as manufacturing and nursing.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 	The primary costs to the institution associated with the Criminal Justice program includes the full-time faculty salary and benefits package and salary for part-time instructors. There is one full-time instructor and three part-time instructors in the Program. The base salary/benefit costs for the full-time instructor is comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.

<ul style="list-style-type: none"> ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Criminal Justice program was just under 20%, with the highest income in FY 2017 (35.9%) and the lowest income in FY 2021 (7.7%). These percentages align with low student enrollment and the time of the pandemic and its negative effect upon enrollment.</p> <p>The Criminal Justice program fared better than other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology, all of which had negative net incomes over the period under review.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The Criminal Justice Program is mainly funded through the institution’s general education fund. Perkins funds were requested and used for equipment in FY 2018. A loss of grant funds would have minimal if any impact on this program.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Textbook costs have been reduced significantly for this program because the lead instructor moved all courses to digital resources that are significantly less expensive than hard copy textbooks. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p> <p>The college recognizes students may have financial barriers. Efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, and on campus employment. The institution has a robust Foundation that oversees a generous scholarship fund. For FY 2022, 100% of the students who applied were awarded some form of scholarship. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions. The American Job Center, which is affiliated with the College, works closely with local employers and individuals seeking employment to assist with overcoming financial and other barriers to participation in CTE</p>

	programs.
2.5 How will the college increase the cost- effectiveness of this program?	Criminal Justice is a cost-effective program. There is only one full time faculty member and two part-time faculty who teach the courses in the program. Credit hours generated by the program dropped slightly from FY 2017 (923) to FY 2021 (786) but the College is optimistic that enrollment will trend up to what it was prior to COVID 19, based on FY 2022 enrollments.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include traditional lecture, lab, hybrid courses, online courses, and internships. Assessment data is collected/analyzed on the various modalities and will guide any future changes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	DACC faculty engage in academic assessment to improve teaching and student learning. Professor Williams is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary. To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms, labs and/or online courses. Faculty are

	<p>also evaluated each semester by the students in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Committee provides guidance based on what is happening in the profession.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Criminal Justice Law Enforcement Program meets all of the requirements for a Program of Study. It provides a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State standards, addresses not just academic and technical knowledge but also employability skills, is aligned with local, regional and state employment needs, and culminates with a recognized postsecondary credential.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The Criminal Justice Law Enforcement program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>High school students have the option to enroll in Criminal Justice courses as part of College Express, which is a dual credit program. They can earn up to 12 credit hours towards the 61 credit hour degree program (almost 20% of the total) while still in high school. This is at no cost to the student.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The use of drones in the law enforcement profession was added to the curriculum since the last review. Currently faculty are working with local law enforcement agencies to incorporate immersive learning opportunities into the curriculum and into ongoing training for working professionals. Virtual reality allows individuals to experience what it is like to be in real life situations and to anticipate how to act/react in those situations.</p>

<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit is offered every year through the College Express program. High school students attend classes five days a week for an hour and a half each day and can complete 12 credit hours towards the degree if they are enrolled both junior and senior years.</p> <p>Students from every high school in the district participate in College Express, and almost every school has students in the Criminal Justice classes. A total of 1395 credit hours were generated by just over 100 high school students in Criminal Justice courses FY 2017- FY 2021 with a high of 309 credit hours in FY 2017 and a low of 219 in FY 2021 as a result of COVID 19.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>As part of the degree requirements students in the Criminal Justice Law Enforcement program must complete a 3 credit hour internship at an approved criminal justice site. Students receive 160 hours of practical experience and on-the-job training. They usually complete the internship halfway through the program.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Not at this time.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable.</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The Criminal Justice program currently has articulation agreements with Eastern Illinois University, Western Illinois University, and Indiana State University. .</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>The Criminal Justice program is working even more closely with local law enforcement agencies as a result of the new Chief of Security on the DACC campus. He is a retired officer from the Danville Police Department and has initiated numerous collaborations between that department and the county Sheriff's Office and the program.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed but there has been renewed efforts to identify gaps in access and success and to address those gaps.</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? What additional professional development is needed?</p>	<p>The College has created a Teaching and Learning Center which is focusing on five areas: Competency Based Learning, Immersive Learning, Micro-credentials, Diversity, Equity and Inclusion, and Learning Resources Affordability & Accessibility. All faculty will be invited to participate in these areas and professional development will be provided. Full-time faculty receive a small stipend each year to use towards professional development of their choice, and part-time faculty are invited to participate in the College's Part Time Faculty Academy, which provides professional development opportunities each year.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Current technology meets current needs but more resources will be needed to provide immersive learning opportunities for students in the Criminal Justice program.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises. The Criminal Justice program also participates in the institution's annual assessment cycle. Each year a general</p>

	<p>education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p> <p>Each academic division has an Assessment Champion. The Assessment Champions are participating in an Assessment Academy sponsored by the Higher Learning Commission. As a result of this academy, the assessment process at DACC has deepened.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>No changes are recommended at this time.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local criminal justice professionals, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p>

<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>The Advisory Council is very active in helping determine curriculum for students.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>Local agencies have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those agencies that do not attend the meeting but participate as an internship site, surveys and personal conversations take place to measure their satisfaction.</p>
<p>3.25 What are the program's strengths?</p>	<p>Technology is constantly updated to remain current. Course offerings are in line with skills needed in the profession. The College and the program have exceptional rapport and connection with local professionals in the field.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>One of the problems is local agencies often hire students in the program before they have completed the degree.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>No, not at this time.</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	
<p>None</p>	

Performance and Equity

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

CTE Program	Criminal Justice Law Enforcement				
CIP Code	430107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	7	7	5	6
Number of Completers	6	6	2	2	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 50 % average Male between FY17 and FY21 - 50 % average Female between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 80% average White - 10% average Black - 5% average Hispanic - 0% average Other - 5% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 54 % average Yes - 46 % average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 7 % average Yes - 93 % average No <p>Age:</p> <ul style="list-style-type: none"> - 52 % average Under 20 - 36 % average 20-25 - 12 % average Over 25 				
How does the data support the program goals?	The challenges posed by the COVID pandemic had a negative impact on completion rates with the percentages falling from 67% and 8% in FY				

Elaborate.	17 and FY18, respectively, to 29% and 40% in FY 19 and FY 20. Completion rates are not yet available for students who started FY 21. Overall retention rates in the program were stable, however, with fall to fall retention rates being 67% in FY 17, 100% in FY 18, FY 19 and FY 20, and 67% in FY 21.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>Males and females and PELL versus Non-PELL eligible are equally represented in the program.</p> <p>Whites far outnumber other races:</p> <ul style="list-style-type: none"> - 80% White, - 10% Black - 5% Hispanic - 5% Unknown <p>Just over half of the students were under the age of 20, just over a third were between 20 and 25, and 12% were over 25.</p>
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Review Results	
Action	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)

<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The College will continue to work with local agencies to recruit students into the program, which is preparing individuals to work in a critical field that is seeing extreme pressure from external forces to change.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete a program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns 2. Strengthen agency relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years to identify additional ways the program can collaborate with local law enforcement agencies to recruit, retain, and retrain law enforcement personnel. 3. Complete a feasibility study – explore what additions would enhance the Criminal Justice curriculum.
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The biggest gap currently is simply in the number/percentage of students in the program who are from minority backgrounds. The College will continue to market the Program to individuals from Black and Hispanic backgrounds.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		FY 2017-2021		
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
Computer Programming Certificate	Cert	31	110201	
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p><u>Program Outcomes/Objectives</u></p> <ul style="list-style-type: none"> ● Students will be able to create a program using a procedural approach ● Students will be able to create a program using an object-oriented approach ● Students will be able to create web pages using languages for structure and styling ● Students will be able to identify ways to make websites accessible to those with impairments ● Students will be able to create an effective program, website, or app given a set of parameters ● Students will be able to work in a team environment <p><u>Possible Occupations:</u></p> <ul style="list-style-type: none"> ● Software developer ● Systems Analyst 		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning</i></p>		<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's</p>		

<i>Outcomes, etc.)</i>	assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continue with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Terri Cummings; Dean of Business & Technology ● Kathy Hunter; Professor/Lead Instructor <p>T. Carey provided employment and institutional data. K. Hunter provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. K. Hunter compiled information and wrote the report.</p>
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, individual course pre-requisites were evaluated, and no changes were deemed necessary</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The certificate is 31 hours only because of the Math chosen is 4 credits rather than 3.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <ul style="list-style-type: none"> ● <i>Computer Programmers:</i> EDR2: -1.8% Illinois: -1.7% ● <i>Software Developers:</i> EDR2: 0.8% Illinois: 1.4% ● <i>Web and Digital Interface Designers:</i> EDR2: -0.2% Illinois: 0.2% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The annual growth stated above spans from 2018-2028.</p> <p>“Computer Programmers” are expected to decrease. This is a terminology issue; because of software moving to the cloud, these positions are now normally called Software Developers because there are fewer programs being written that run on a pc alone.</p> <p>In Vermilion County, there is a new employer who just recently came to the area and has started hiring graduates from the program and expects to hire substantially more.</p>

<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for networking students comes from College Express with the second most productive pipeline being job retraining.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No additional actions or modifications necessary.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with computer information systems programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire information systems department. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that may occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Information Systems programs was -2.88%, with the highest loss occurring in FY21. FY17 and FY18 had positive net incomes. FY19 saw a slight decrease in net income and FY20/FY21 showed a somewhat larger decrease in net income. These losses align with the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing,</p>

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Welding, Wind Energy, and Electronics.</p> <p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There are only two full time faculty members teaching a total of four (4) certificates and two (2) degrees. The College remains optimistic that enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p> <p>This certificate is available to students as a 100% online certificate.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Kathy Hunter, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p>

	<p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Applied Computer Science program met Perkins IV program of study requirements and was submitted for FY22 as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Two certificates fall under the parent degree of Applied Computer Science. These certificates include Computer Programming and Web Design. These certificates provide various exit points for the program.</p> <p>Dual credit options:</p> <ul style="list-style-type: none"> • College Express through VVEDS – where students attend in person five days a week and receive dual credit • Online dual enrollment (asynchronous) – all courses in the program are available to high school students to take as dual enrollment <p>In May 2022, the college saw the first high school student to graduate with both their high school diploma and their Applied</p>

	<p>Computer Science AAS.</p> <p>In June 2022, Professor Hunter participated in a Career Camp hosted by VVEDS that included 5th and 6th grade students from the area.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program courses have been re-worked to provide more guided practice to promote student self-confidence. This is an on-going process and new tools are being evaluated on a regular basis.</p> <p>The most important innovations and satisfaction that the students report is the robust content in the program.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit options:</p> <ul style="list-style-type: none"> • College Express through VVEDS – where students attend in person five days a week and receive dual credit • Online dual enrollment (asynchronous) – all courses in the program are available to high school students to take as dual enrollment <p>In May 2022, the college saw the first high school student to graduate with both their high school diploma and their Applied Computer Science AAS.</p> <p>There has been great success in the past with graduating high school seniors moving from the College Express program to continue the program upon high school graduation.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	<p>There are none required for the certificate.</p>

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There are none required for the certificate</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no articulation agreements for the certificate.</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? What opportunities exist for other partnerships?</p>	<p>As of Spring 2022, seven (7) of the CSCI courses now individually articulate to at least 3 four-year universities in Illinois, of which one is the University of Illinois Champaign</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed.</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>What additional professional development is needed?</p>	<p>Professor Kathy Hunter is currently finishing a post-graduate certificate from Purdue University in Data Analytics.</p> <p>Professor Hunter has also received vendor training in Python and SQL Database Administration within the last 5 years.</p> <p>Future training that is planned:</p> <ul style="list-style-type: none"> • AWS Cloud Development • Azure Cloud Database Operations
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>This program has moved to all online resources; requiring no local software to be installed. The only equipment needed now are computers and Internet connection, so current physical equipment is sufficient.</p> <p>The following cloud-based solutions are being using:</p> <ul style="list-style-type: none"> - AWS App Stream - Replit Teams for Education <p>In the future, more of the technology will be shifting to the cloud – which presents budgeting problems since these are mostly subscription-based costs (operating) rather than purchased costs (capital).</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.</p> <p>The program also participates in the institution’s annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve</p>

improvement?	<p>instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	<p>The Applied Computer Science program has undergone major updates in the last 5 years, adding courses in Python, Game Programming, 3D Design, and Data Analytics.</p> <p>Future courses to be added include more Data Analytics, Game Design, and Database Administration courses.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a wider variety of employers.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>The Advisory Council is very active in helping determine curriculum for students.</p> <p>Local employers such as Nexlan and Hub City Media make presentations to the classes about their businesses.</p> <p>In FY20 and FY21, Hub City Media also made presentations to the Capstone Project class on how their business uses the SDLC (Software Development Life Cycle)</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee</p>

How is employer satisfaction information collected?	meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	The Tiobe Index of top programming languages is constantly monitored, and the languages are kept current and in line with it.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness is the lack of official articulation agreements. Many students choose to pursue a higher degree and it would be beneficial if they had more options to choose from.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

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

None

Performance and Equity

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

CTE Program	Computer Programming Certificate				
CIP Code	110201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	7	10	3	6
Number of Completers	1	0	0	0	0

Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 79.8% average Male between FY17 and FY21 - 17.5% average Female between FY17 and FY21 - 2.7% average Unknown between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 77.12% average White - 7.38% average Black - 4.14% average Hispanic - 4.35% average Other - 7.01% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 46.8% average Yes - 53.2% average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 9.86% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 44.16% average Under 20 - 26.52% average 20-25 - 29.32% average Over 25 				
<p>How does the data support the program goals? Elaborate.</p>	<p>After reviewing the data, it became apparent that students are not applying for the certificate at the same time they are applying to graduate with the parent degree. This will be addressed starting in the current year.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>				
<p>What is the college doing to overcome any identified gaps? If</p>	<p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically,</p>				

<p>nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>Advising and TRIO) to provide assistance and promote student success.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns 2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board

	<p>3. Improve follow through on student completion - efforts will begin during the 2022-23 academic year and continue throughout the following academic years</p> <p>a. Track student enrollees and completers to make sure they are applying for all certificates they are eligible for</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>To address socioeconomic gaps for students who may not be able to afford equipment, the program specifically chooses online tools which can be accessed from any type of device that has Internet. This means that if students don't own their own equipment, they can use free resources such as local libraries and campus computer labs to complete their work.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p> <p>One other resource needed is for Professor Hunter to receive training and access to the college's Informer system so that data for the program can be analyzed real-time and any anomalies can be addressed before they become an issue.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2017-2021

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
Applied Computer Science	Degree	63	110202	<ul style="list-style-type: none"> ● Computer Programming ● Web Design

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

<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<p><u>Program Outcomes/Objectives</u></p> <ul style="list-style-type: none"> ● Students will be able to create a program using a procedural approach ● Students will be able to create a program using an object-oriented approach ● Students will be able to create web pages using languages for structure and styling ● Students will be able to identify ways to make websites accessible to those with impairments ● Students will be able to make web pages interactive using a scripting language ● Students will be able to create an effective program, website, or app given a set of parameters ● Students will demonstrate the ability to query and manipulate data in a relational database ● Students will understand the concepts of effective database design ● Students will be able to work in a team environment <p><u>Possible Occupations:</u></p> <ul style="list-style-type: none"> ● Software developer ● Website designer ● Database Operator/Analyst ● Systems Analyst
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<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do</p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p>
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<p>you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Continue with minor improvements</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Terri Cummings; Dean of Business & Technology ● Kathy Hunter; Professor/Lead Instructor <p>T. Carey provided employment and institutional data. K. Hunter provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. K. Hunter compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis	
<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>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, individual course pre-requisites were evaluated, and no changes were deemed necessary</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>63 credits are necessary to provide entry level skills for employment in the area of Applied Computer Science</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <ul style="list-style-type: none"> ● <i>Computer Programmers:</i> EDR2: -1.8% Illinois: -1.7% ● <i>Software Developers:</i> EDR2: 0.8% Illinois: 1.4% ● <i>Web and Digital Interface Designers:</i> EDR2: -0.2% Illinois: 0.2% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The annual growth stated above spans from 2018-2028.</p> <p>“Computer Programmers” are expected to decrease. This is a terminology issue; because of software moving to the cloud, these positions are now normally called Software Developers because there are fewer programs being written that run on a pc alone.</p>

		In Vermilion County, there is a new employer who just recently came to the area and has started hiring graduates from the program and expects to hire substantially more.
	1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
	1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<p>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for networking students comes from College Express with the second most productive pipeline being job retraining.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
	1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
	1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No additional actions or modifications necessary.
	Indicator 2: Cost Effectiveness (see ICCB	Response

<p>and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/</p>	
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with computer information systems programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire information systems department. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that may occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Information Systems programs was -2.88%, with the highest loss occurring in FY21. FY17 and FY18 had positive net incomes. FY19 saw a slight decrease in net income and FY20/FY21 showed a somewhat larger decrease in net income. These losses align with the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p> <p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There are only two full time faculty members teaching a total of four (4) certificates and two (2) degrees. The College remains optimistic that enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p> <p>This degree is available to students as a 100% online degree.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Kathy Hunter, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data</p>

		<p>is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>
	<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Applied Computer Science program met Perkins IV program of study requirements and was submitted for FY22 as a Perkins V program of study.</p>
	<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Two certificates fall under the parent degree of Applied Computer Science. These certificates include Computer Programming and Web Design. These certificates provide various exit points for the program.</p> <p>Dual credit options:</p> <ul style="list-style-type: none"> • College Express through VVEDS – where students attend in person five days a week and receive dual credit • Online dual enrollment (asynchronous) – all courses in the program are available to high school students to take as dual enrollment

<p>based on the career pathway elements.</p>	<p>In May 2022, the college saw the first high school student to graduate with both their high school diploma and their Applied Computer Science AAS.</p> <p>In June 2022, Professor Hunter participated in a Career Camp hosted by VVEDS that included 5th and 6th grade students from the area.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program courses have been re-worked to provide more guided practice to promote student self-confidence. This is an on-going process and new tools are being evaluated on a regular basis.</p> <p>The most important innovations and satisfaction that the students report is the robust content in the program.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit options:</p> <ul style="list-style-type: none"> • College Express through VVEDS – where students attend in person five days a week and receive dual credit • Online dual enrollment (asynchronous) – all courses in the program are available to high school students to take as dual enrollment <p>In May 2022, the college saw the first high school student to graduate with both their high school diploma and their Applied Computer Science AAS.</p> <p>There has been great success in the past with graduating high school seniors moving from the College Express program to continue the program upon high school graduation.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	<p>In the second semester of the program, students participate in work-based tours of local industry as a class.</p> <p>Students complete a Supervised Occupational Experience (SOE) course the final semester of the program.</p>

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are found through the SOE course mentioned above.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The program currently has articulation agreements with Southern Illinois University at Carbondale and Franklin University in Ohio.</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? What opportunities exist for other partnerships?</p>	<p>As of Spring 2022, seven (7) of the CSCI courses now individually articulate to at least 3 four-year universities in Illinois, of which one is the University of Illinois Champaign</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed.</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>What additional professional development is needed?</p>	<p>Professor Kathy Hunter is currently finishing a post-graduate certificate from Purdue University in Data Analytics.</p> <p>Professor Hunter has also received vendor training in Python and SQL Database Administration within the last 5 years.</p> <p>Future training that is planned:</p> <ul style="list-style-type: none"> • AWS Cloud Development • Azure Cloud Database Operations
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>This program has moved to all online resources; requiring no local software to be installed. The only equipment needed now are computers and Internet connection, so current physical equipment is sufficient.</p> <p>The following cloud-based solutions are being using:</p> <ul style="list-style-type: none"> - AWS App Stream - Replit Teams for Education <p>In the future, more of the technology will be shifting to the cloud – which presents budgeting problems since these are mostly subscription-based costs (operating) rather than purchased costs (capital).</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.</p> <p>The program also participates in the institution’s annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve</p>

improvement?	<p>instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	<p>The Applied Computer Science program has undergone major updates in the last 5 years, adding courses in Python, Game Programming, 3D Design, and Data Analytics.</p> <p>Future courses to be added include more Data Analytics, Game Design, and Database Administration courses.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a wider variety of employers.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>The Advisory Council is very active in helping determine curriculum for students.</p> <p>Local employers such as Nexlan and Hub City Media make presentations to the classes about their businesses.</p> <p>In FY20 and FY21, Hub City Media also made presentations to the Capstone Project class on how their business uses the SDLC (Software Development Life Cycle)</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee</p>

How is employer satisfaction information collected?	meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	<p>The students learn 9 different programming languages – which also means that the most important skill they learn is flexibility and the ability to adapt and learn.</p> <p>The Tiobe Index of top programming languages is constantly monitored, and the languages are kept current and in line with it.</p> <p>Upon completion, students are skilled in programming, web design, and databases. It is a very skill-rich program.</p> <p>The College Express classes have been a very strong recruiting pool, with many of the students pursuing the degree after high school graduation.</p>
3.26 What are the identified or potential weaknesses of the program?	An identified weakness is the lack of official articulation agreements. Many students choose to pursue a higher degree and it would be beneficial if they had more options to choose from.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

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

None

Performance and Equity

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

CTE Program	Applied Computer Science AAS				
CIP Code	110202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	23	18	26	29
Number of Completers	16	13	5	9	11
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 79.8% average Male between FY17 and FY21 - 17.5% average Female between FY17 and FY21 - 2.7% average Unknown between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 77.12% average White - 7.38% average Black - 4.14% average Hispanic - 4.35% average Other - 7.01% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 46.8% average Yes - 53.2% average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 9.86% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 44.16% average Under 20 - 26.52% average 20-25 - 29.32% average Over 25 				
<p>How does the data support the program goals? Elaborate.</p>	<p>Prior to the Covid pandemic, the completion rate averaged 59.5% (FY17, FY18). It dropped drastically in FY19 (28%) and FY20 (35%) when the majority of classes were remote. FY21 showed a slight increase. These values coincide with the pandemic and restrictions.</p>				

<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various

<p>and/or dates for each step.</p>	<p>marketing avenues</p> <ul style="list-style-type: none"> b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns <p>2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years</p> <ul style="list-style-type: none"> a. Recruit more participants for the program Advisory Board <p>3. Improve follow through on student completion - efforts will begin during the 2022-23 academic year and continue throughout the following academic years</p> <ul style="list-style-type: none"> a. Track student enrollees and completers to make sure they are applying for all certificates they are eligible for
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>To address socioeconomic gaps for students who may not be able to afford equipment, the program specifically chooses online tools which can be accessed from any type of device that has Internet. This means that if students don't own their own equipment, they can use free resources such as local libraries and campus computer labs to complete their work.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p> <p>One other resource needed is for Professor Hunter to receive training and access to the college's Informer system so that data for the program can be analyzed real-time and any anomalies can be addressed before they become an issue.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program's lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education

College Name: Danville Area Community College

Academic Years Reviewed: FY 2017-2021

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
Web Design Certificate	Cert	28	110801	

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

Program Objectives

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

Program Outcomes/Objectives

- Students will be able to create a program using a procedural approach
- Students will be able to create web pages using languages for structure and styling
- Students will be able to identify ways to make websites accessible to those with impairments
- Students will be able to create an effective program, website, or app given a set of parameters
- Students will be able to work in a team environment

Possible Occupations:

- Web Designer
- Webmaster

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*

Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.

Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an

	analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continue with minor improvements
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team included: <ul style="list-style-type: none"> • Tom Carey; Director of Institutional Research/Effectiveness • Terri Cummings; Dean of Business & Technology • Kathy Hunter; Professor/Lead Instructor T. Carey provided employment and institutional data. K. Hunter provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. K. Hunter compiled information and wrote the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	In addition to the immediate members of the review team, the following parties contribute to the review process in some form: <ul style="list-style-type: none"> • Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals • Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or	Yes, individual course pre-requisites were evaluated, and no changes were deemed necessary

revisions moving forward.	
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable; certificate is 28 hours
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <ul style="list-style-type: none"> • <i>Web and Digital Interface Designers:</i> EDR2: -0.2% Illinois: 0.2% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>The annual growth stated above spans from 2018-2028.</p> <p>The expected growth is decreasing because of the emergency of many web authoring tools that can be used at a low level without any programming knowledge. Jobs that require the coding skills exist at a higher level.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<p>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for networking students comes from College Express with the second most productive pipeline being job retraining.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No additional actions or modifications necessary.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis 	<p>The primary costs to the institution associated with computer information systems programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire information systems department. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that may occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>

<ul style="list-style-type: none"> ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Information Systems programs was -2.88%, with the highest loss occurring in FY21. FY17 and FY18 had positive net incomes. FY19 saw a slight decrease in net income and FY20/FY21 showed a somewhat larger decrease in net income. These losses align with the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p> <p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There are only two full time faculty members teaching a total of four (4) certificates and two (2) degrees. The College remains optimistic that</p>

	enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	<p>Delivery methods include traditional lecture, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p> <p>This certificate is available to students as a 100% online certificate.</p>
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Professor Kathy Hunter, is the program lead; she is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>

<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Applied Computer Science program met Perkins IV program of study requirements and was submitted for FY22 as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Two certificates fall under the parent degree of Applied Computer Science. These certificates include Computer Programming and Web Design. These certificates provide various exit points for the program.</p> <p>Dual credit options:</p> <ul style="list-style-type: none"> • College Express through VVEDS – where students attend in person five days a week and receive dual credit • Online dual enrollment (asynchronous) – all courses in the program are available to high school students to take as dual enrollment <p>In May 2022, the college saw the first high school student to graduate with both their high school diploma and their Applied Computer Science AAS.</p> <p>In June 2022, Professor Hunter participated in a Career Camp hosted by VVEDS that included 5th and 6th grade students from the area.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program courses have been re-worked to provide more guided practice to promote student self-confidence. This is an on-going process and new tools are being evaluated on a regular basis.</p> <p>The most important innovations and satisfaction that the students report is the robust content in the program.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high</p>	<p>Dual credit options:</p> <ul style="list-style-type: none"> • College Express through VVEDS – where students attend in person five days a week and receive dual credit

<p>schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<ul style="list-style-type: none"> • Online dual enrollment (asynchronous) – all courses in the program are available to high school students to take as dual enrollment <p>In May 2022, the college saw the first high school student to graduate with both their high school diploma and their Applied Computer Science AAS.</p> <p>There has been great success in the past with graduating high school seniors moving from the College Express program to continue the program upon high school graduation.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>There are none required for the certificate.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required for this program.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There are none required for the certificate</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable.</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no articulation agreements for the certificate.</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? What opportunities exist for other partnerships?</p>	<p>As of Spring 2022, seven (7) of the CSCI courses now individually articulate to at least 3 four-year universities in Illinois, of which one is the University of Illinois Champaign</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed.</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? What additional professional development is needed?</p>	<p>Professor Kathy Hunter is currently finishing a post-graduate certificate from Purdue University in Data Analytics.</p> <p>Professor Hunter has also received vendor training in Python and SQL Database Administration within the last 5 years.</p> <p>Future training that is planned:</p> <ul style="list-style-type: none"> • AWS Cloud Development • Azure Cloud Database Operations
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>This program has moved to all online resources; requiring no local software to be installed. The only equipment needed now are computers and Internet connection, so current physical equipment is sufficient.</p> <p>The following cloud-based solutions are being using:</p> <ul style="list-style-type: none"> - AWS App Stream - Replit Teams for Education <p>In the future, more of the technology will be shifting to the cloud – which presents budgeting problems since these are mostly subscription-based costs (operating) rather than</p>

	purchased costs (capital).
3.18 What assessment methods are used to ensure student success?	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.</p> <p>The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	<p>The Applied Computer Science program has undergone major updates in the last 5 years, adding courses in Python, Game Programming, 3D Design, and Data Analytics.</p> <p>Future courses to be added include more Data Analytics, Game Design, and Database Administration courses.</p>
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
3.22 How does the program advisory committee contribute to the quality of the program? How	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p>

can this engagement be improved?	Committee engagement could be improved by involving a wider variety of employers.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	<p>The Advisory Council is very active in helping determine curriculum for students.</p> <p>Local employers such as Nexlan and Hub City Media make presentations to the classes about their businesses.</p> <p>In FY20 and FY21, Hub City Media also made presentations to the Capstone Project class on how their business uses the SDLC (Software Development Life Cycle)</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates?</p> <p>How is employer satisfaction information collected?</p>	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program’s annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program’s strengths?	The Tiobe Index of top programming languages is constantly monitored, and the languages are kept current and in line with it.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness is the lack of official articulation agreements. Many students choose to pursue a higher degree and it would be beneficial if they had more options to choose from.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
None	

Performance and Equity

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

CTE Program	Web Design Certificate				
CIP Code	110801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	4	10	1	5
Number of Completers	1	0	0	0	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 79.8% average Male between FY17 and FY21 - 17.5% average Female between FY17 and FY21 - 2.7% average Unknown between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 77.12% average White - 7.38% average Black - 4.14% average Hispanic - 4.35% average Other - 7.01% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 46.8% average Yes - 53.2% average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 9.86% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 44.16% average Under 20 - 26.52% average 20-25 - 29.32% average Over 25 				

<p>How does the data support the program goals? Elaborate.</p>	<p>After reviewing the data, it became apparent that students are not applying for the certificate at the same time they are applying to graduate with the parent degree. This will be addressed starting in the current year.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital.</p>

<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns 2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board 3. Improve follow through on student completion - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Track student enrollees and completers to make sure they are applying for all certificates they are eligible for
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>To address socioeconomic gaps for students who may not be able to afford equipment, the program specifically chooses online tools which can be accessed from any type of device that has Internet. This means that if students don't own their own equipment, they can use free resources such as local libraries and campus computer labs to complete their work.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p> <p>One other resource needed is for Professor Hunter to receive training and access to the college's Informer system so that data for the program can be analyzed real-time and any anomalies can be addressed before they become an issue.</p>

<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>
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Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		FY 2017-2021		
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
Computer & Network Administration	Degree	63	110901	<ul style="list-style-type: none"> ● Computer & Network Administration AAS ● CISCO Certificate ● Computer & Network Administration Certificate
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p><u>Program Outcomes/Objectives</u></p> <ul style="list-style-type: none"> ● Students will analyze, troubleshooting as necessary, personal computer (PC) operating systems. ● Students will create a viable local area network, including all components used for its communication. ● Students will effectively manage, troubleshooting as necessary, a local area network and all components used for its communication. ● Students will analyze security concerns regarding new technology, internet security, and internet privacy issues. ● Students will accurately explain how computers and networks will benefit individuals and organizations, while also addressing any relevant security concerns. <p><u>Possible Occupations:</u></p> <ul style="list-style-type: none"> ● Computer Network Technician ● Network Administrator ● Help Desk Technician ● Computer Repair Specialist ● Cloud Administrator ● Security Analyst 		

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Continue with minor improvements</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Jeff Wise; Instructor ● Terri Cummings; Dean of Business & Technology ● Kathy Hunter; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. J. Wise provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. K. Hunter compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals

	<ul style="list-style-type: none"> • Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
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CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	<p>Yes, individual course pre-requisites were evaluated, and the following change was determined:</p> <ul style="list-style-type: none"> - Remove the pre-requisite of INFO-163 from the INFO-173 Linux course. These are separate operating systems and one can be taken independently of each other.
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	63 credits are necessary to provide entry level skills for a network technician or administrator.
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Indicator 1: Need	Response
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1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <ul style="list-style-type: none"> • <i>Computer Network Support Specialists:</i> EDR2: -0.6% Illinois: 0.3% • <i>Information Security Analysts:</i> EDR2: 1.8% Illinois: 2.8% • <i>Computer and Information Systems Managers:</i> EDR2: -0.2% Illinois: 0.6% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</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 annual growth stated above spans from 2018-2028.</p> <p>Locally, many companies found they were not modernized during the pandemic. As a result, they are upgrading much of their technology to catch up to nationwide standards. The need for computer and networking skills will increase locally in the next five years because of this.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for networking students comes from College Express with the second most productive pipeline being job retraining.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No additional actions or modifications necessary.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with computer information systems programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire information systems department. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that may occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Information Systems programs was -2.88%, with the highest loss occurring in FY21. FY17 and FY18 had positive net incomes. FY19 saw a slight decrease in net income and FY20/FY21 showed a somewhat larger decrease in net income. These losses align with the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing</p>

	Technology.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is mainly funded through the institution's general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics. The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.
2.5 How will the college increase the cost- effectiveness of this program?	This is a cost-effective program. There are only two full time faculty members teaching a total of four (4) certificates and two (2) degrees. The College remains optimistic that enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No additional action will be taken at this time.
Indicator 3: Quality	Response

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Instructor Jeff Wise, is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Computer & Network Administration program met Perkins IV program of study requirements and will be submitted in FY23 as a Perkins V program of study.</p>

<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Two certificates fall under the parent degree of Computer & Network Administration. These certificates include Computer & Network Administration Certificate and Cisco Certificate. These certificates provide various exit points for the program.</p> <p>High school students have the option to enroll in College Express courses which are directly tied to the program as well as dual credit general education courses before entering the program's core courses.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program offers a co-curricular student organization called Tech Club. In this club, students troubleshoot and repair personal PC equipment for other students and employees. This has been a huge success in the past and was severely missed during the pandemic restrictions.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit is offered every year in the form of College Express courses through VVEDS. High school students attend classes five days a week and can complete 12 credit hours towards the degree if they are enrolled both junior and senior years.</p> <p>High school students also have the option of taking any regularly offered course on campus if their parent high school allows it.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	<p>In the second semester of the program, students participate in work-based tours of local industry as a class.</p> <p>Students complete a Supervised Occupational Experience (SOE) course the final semester of the program.</p>

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required. However, the courses offered do prepare students to pursue industry certifications such as CompTIA, Cisco, and Microsoft.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are found through the SOE course mentioned above.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The program currently has articulation agreements with Southern Illinois University at Carbondale and Franklin University in Ohio.</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? What opportunities exist for other partnerships?</p>	<p>Not at this time.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>No additional partnerships have been formed.</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>What additional professional development is needed?</p>	<p>There are many vendor offered programs that are applicable for this program.</p> <p>More network security training will be a must to stay current with technology.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Current technology meets current needs. However, the future of the technology will be shifting to the cloud – which presents budgeting problems since these are mostly subscription-based costs (operating) rather than purchased costs (capital).</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.</p> <p>The program also participates in the institution’s annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>

<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Pending curriculum changes include:</p> <ul style="list-style-type: none"> - Updates to newest version of all software - Addition of security courses - Addition of cloud computing courses - Addition of programming and database courses
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a wider variety of employers.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>The Advisory Council is very active in helping determine curriculum for students.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.</p>
<p>3.25 What are the program's strengths?</p>	<p>Technology is constantly updated to remain current. Course offerings are in line with skills needed in the industry. Exceptional rapport and connection with local employers. Program is offered both on campus and online.</p>

3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.

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

None

Performance and Equity

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

CTE Program	Computer and Network Administration AAS				
CIP Code	110901				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	15	17	12	4
Number of Completers	11	10	5	4	3
Other (Please identify)	FY17	FY18	FY19	FY20	FY21

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p>
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<p>department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Gender:</p> <ul style="list-style-type: none"> - 79.8% average Male between FY17 and FY21 - 17.5% average Female between FY17 and FY21 - 2.7% average Unknown between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 77.12% average White - 7.38% average Black - 4.14% average Hispanic - 4.35% average Other - 7.01% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 46.8% average Yes - 53.2% average No <p>Accommodations Received:</p> <ul style="list-style-type: none"> - 9.86% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 44.16% average Under 20 - 26.52% average 20-25 - 29.32% average Over 25
<p>How does the data support the program goals? Elaborate.</p>	<p>Prior to the Covid pandemic, the completion rate averaged 72.6% (FY17, FY18). It dropped drastically in FY19 and FY20 when the majority of classes were remote. FY21 saw a three-fold increase in completion rates.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.</p>

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.</p>
<p>Review Results</p>	
<p>Action</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns 2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program</p>	<p>At this time, program objectives are being met. No action steps required.</p>

objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>Socioeconomic gaps are evidenced in the classroom by the fact that lower income students have not had the same level of exposure to home computers and technology the other students have had.</p> <p>At this time, all students are given the opportunity to rebuild older, donated computers and take them home.</p>
Resources Needed	<p>At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>
Responsibility Who is responsible for completing or implementing the modifications?	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		FY 2017-2021		
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
Computer & Network Administration Certificate	Cert	28	110901	
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p>Program Outcomes/Objectives</p> <ul style="list-style-type: none"> ● Students will analyze, troubleshooting as necessary, personal computer (PC) operating systems. ● Students will effectively manage, troubleshooting as necessary, a local area network and all components used for its communication. ● Students will analyze security concerns regarding new technology, internet security, and internet privacy issues. ● Students will accurately explain how computers and networks will benefit individuals and organizations, while also addressing any relevant security concerns. <p>Possible Occupations:</p> <ul style="list-style-type: none"> ● Computer Network Technician ● Network Administrator ● Help Desk Technician ● Computer Repair Specialist ● Cloud Administrator ● Security Analyst 		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of</i></p>		<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program</p>		

<p><i>graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment results are evaluated and reviewed by the institution's assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students' strengths and weaknesses within the program; this process guides the program's efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Continue with minor improvements</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Jeff Wise; Instructor ● Terri Cummings; Dean of Business & Technology ● Kathy Hunter; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. J. Wise provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. K. Hunter compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, individual course pre-requisites were evaluated, and the following change was determined:</p> <ul style="list-style-type: none"> - Remove the pre-requisite of INFO-163 from the INFO-173 Linux course. These are separate operating systems and one can be taken independently of each other.
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>NA - Certificate is 28 hours</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <ul style="list-style-type: none"> ● <i>Computer Network Support Specialists:</i> EDR2: -0.6% Illinois: 0.3% ● <i>Information Security Analysts:</i> EDR2: 1.8% Illinois: 2.8% ● <i>Computer and Information Systems Managers:</i> EDR2: -0.2% Illinois: 0.6% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The annual growth stated above spans from 2018-2028.</p> <p>Locally, many companies found they were not modernized during the pandemic. As a result, they are upgrading much of their technology to catch up to nationwide standards. The need for computer and networking skills will increase locally in the next five years because of this.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>

<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for networking students comes from College Express with the second most productive pipeline being job retraining.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No additional actions or modifications necessary.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with computer information systems programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire information systems department. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that may occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Information Systems programs was -2.88%, with the highest loss occurring in FY21. FY17 and FY18 had positive net incomes. FY19 saw a slight decrease in net income and FY20/FY21 showed a somewhat larger decrease in net income. These losses align with the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p>

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There are only two full time faculty members teaching a total of four (4) certificates and two (2) degrees. The College remains optimistic that enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Instructor Jeff Wise, is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the</p>

	<p>Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Computer & Network Administration program met Perkins IV program of study requirements and will be submitted in FY23 as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Two certificates fall under the parent degree of Computer & Network Administration. These certificates include Computer & Network Administration Certificate and Cisco Certificate. These certificates provide various exit points for the program.</p> <p>High school students have the option to enroll in College Express courses which are directly tied to the program as well as dual credit general education courses before entering the program's core courses.</p>

<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program offers a co-curricular student organization called Tech Club. In this club, students troubleshoot and repair personal PC equipment for other students and employees. This has been a huge success in the past and was severely missed during the pandemic restrictions.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit is offered every year in the form of College Express courses through VVEDS. High school students attend classes five days a week and can complete credit hours towards the certificate.</p> <p>High school students also have the option of taking any regularly offered course on campus if their parent high school allows it.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>There are work-based tours and an internship required in the parent degree, but they are not required in the certificate.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required. However, the courses offered do prepare students to pursue industry certifications such as CompTIA, Cisco, and Microsoft.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There are work-based tours and an internship required in the parent degree, but they are not required in the certificate.</p>
<p>3.11 Please list all applicable licensure and industry/professional</p>	<p>Not applicable.</p>

examinations. Include examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The parent program currently has articulation agreements with Southern Illinois University at Carbondale and Franklin University in Ohio. The certificate does not articulate.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Not at this time.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	There are many vendor offered programs that are applicable for this program. More network security training will be a must to stay current with technology.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.
3.17 What is the status of the current technology and equipment used for this program?	Current technology meets current needs. However, the future of the technology will be shifting to the cloud – which presents budgeting problems since these are mostly subscription-based costs (operating) rather than purchased costs (capital).

<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.</p> <p>The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Pending curriculum changes include:</p> <ul style="list-style-type: none"> - Updates to newest version of all software - Addition of security courses - Addition of cloud computing courses - Addition of programming and database courses
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a</p>

	wider variety of employers.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Advisory Council is very active in helping determine curriculum for students.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Technology is constantly updated to remain current. Course offerings are in line with skills needed in the industry. Exceptional rapport and connection with local employers. Program is offered both on campus and online.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

None

Performance and Equity

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

CTE Program	Computer and Network Administration Certificate				
CIP Code	110901				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	7	4	6	0
Number of Completers	0	2	0	0	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 79.8% average Male between FY17 and FY21 - 17.5% average Female between FY17 and FY21 - 2.7% average Unknown between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 77.12% average White - 7.38% average Black - 4.14% average Hispanic - 4.35% average Other - 7.01% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 46.8% average Yes - 53.2% average No <p>Accommodations Received:</p>				

	<ul style="list-style-type: none"> - 9.86% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 44.16% average Under 20 - 26.52% average 20-25 - 29.32% average Over 25
How does the data support the program goals? Elaborate.	Upon reviewing this certificate, it appears that students are not enrolling or applying to graduate from the applicable certificates while they are applying to graduate from the AAS. This is something that will be addressed starting current year.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Review Results	

<p>Action</p>	<ul style="list-style-type: none"> ■ Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns 2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board 3. Improve follow through on student completion - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Track student completers to make sure they are applying for all certificates they are eligible for
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Socioeconomic gaps are evidenced in the classroom by the fact that lower income students have not had the same level of exposure to home computers and technology the other students have had.</p> <p>At this time, all students are given the opportunity to rebuild older, donated computers and take them home.</p>

Resources Needed	At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.
Responsibility Who is responsible for completing or implementing the modifications?	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		FY 2017-2021		
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
Cisco Certificate	Cert	19	110901	
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<p>Program Outcomes/Objectives</p> <ul style="list-style-type: none"> ● Students will create a viable local area network, including all components used for its communication. ● Students will effectively manage, troubleshooting as necessary, a local area network and all components used for its communication. ● Students will analyze security concerns regarding new technology, internet security, and internet privacy issues. ● Students will accurately explain how computers and networks will benefit individuals and organizations, while also addressing any relevant security concerns. <p>Possible Occupations:</p> <ul style="list-style-type: none"> ● Computer Network Technician ● Network Administrator ● Security Analyst 		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students</i></p>		<p>Program objectives are measured and assessed in multiple ways, including student evaluations, annual course and program assessments and Institutional Effectiveness data reviews.</p> <p>Program learning outcomes are achieved through successful completion of the individual courses within the degree. Each course outcome maps directly into the overarching program objectives. Selected course and program outcomes are assessed by the faculty on an annual basis. Student learning assessment</p>		

<p><i>meeting Program Learning Outcomes, etc.)</i></p>	<p>results are evaluated and reviewed by the institution’s assessment team, program faculty, and the department of Institutional Effectiveness. The assessment process includes an analysis of program data to determine areas of students’ strengths and weaknesses within the program; this process guides the program’s efforts for further assessment and improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Continue with minor improvements</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>The review team included:</p> <ul style="list-style-type: none"> ● Tom Carey; Director of Institutional Research/Effectiveness ● Jeff Wise; Instructor ● Terri Cummings; Dean of Business & Technology ● Kathy Hunter; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. J. Wise provided program insight and reflection. T. Cummings provided project guidance and oversaw report completion. K. Hunter compiled information and wrote the report.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>In addition to the immediate members of the review team, the following parties contribute to the review process in some form:</p> <ul style="list-style-type: none"> ● Student Services Team – advisors and other students support personnel provide feedback received from students and personal observation of enrollment trends, etc. ● Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include employment trends/needs, college/industry partnerships, curriculum review, program objectives and future goals ● Students –student surveys conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation

CTE Program Review Analysis

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

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, individual course pre-requisites were evaluated, and the following change was determined:</p> <ul style="list-style-type: none"> - Remove the pre-requisite of INFO-163 from the INFO-173 Linux course. These are separate operating systems and one can be taken independently of each other.
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>NA - Certificate is 19 hours</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of December 2021, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated annual compound growth between 2018 and 2028:</p> <ul style="list-style-type: none"> ● <i>Computer Network Support Specialists:</i> EDR2: -0.6% Illinois: 0.3% ● <i>Information Security Analysts:</i> EDR2: 1.8% Illinois: 2.8% <p>* The EDR2 region consists of Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The annual growth stated above spans from 2018-2028.</p> <p>Locally, many companies found they were not modernized during the pandemic. As a result, they are upgrading much of their technology to catch up to nationwide standards. The need for computer and networking skills will increase locally in the next five years because of this.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Formal reports are pulled from the Illinois Department of Employment Security on a five-year cycle. Informal data, specific to local organizations, is shared and discussed during annual advisory board meetings.</p>

<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is an ongoing effort for all programs on campus. The most productive pipeline for networking students comes from College Express with the second most productive pipeline being job retraining.</p> <p>Currently, additional efforts are being made to recruit students such as marketing on live radio shows and a program Facebook page. The lead faculty member and video/audio department are also in the process of recording a promotional video to use on multiple platforms.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Needs/changes are often initiated by faculty. However, these may also be prompted from sources such as the academic affairs committee, curriculum committee, assessment team, accrediting body, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to the advisory board (if not initiated there) for further review. Moving forward, it is reviewed by the Curriculum Committee; this committee consists of the Vice-President and Assistant Vice-President of Academic Affairs, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Vice-President before submission to ICCB/HLC.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No additional actions or modifications necessary.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>The primary costs to the institution associated with computer information systems programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire information systems department. Base salary/benefit costs for the full-time instructors are comparable to other CTE programs instructors, including Manufacturing, Electronics Technology, and Automotive Technology. Continued training and professional development, equipment/supplies purchases, and software subscription fees are various charges that may occur. The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested and used for equipment costs and professional development.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income for the Information Systems programs was -2.88%, with the highest loss occurring in FY21. FY17 and FY18 had positive net incomes. FY19 saw a slight decrease in net income and FY20/FY21 showed a somewhat larger decrease in net income. These losses align with the time of the pandemic and its negative effect upon enrollment.</p> <p>This was also true in other CTE programs, such as Accounting, Automotive Technology, Wind Energy, and Manufacturing Technology.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>The program is mainly funded through the institution’s general education fund and technology bonds. Perkins funds have been requested and used for equipment/supplies as well as faculty professional development and training. Should grant funds be removed, these expenses will be reevaluated and considered under the other available funds.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p>	<p>The costs to students include tuition, course fees, and books. Currently, course fees cover items such as printing supplies and necessary software subscriptions. Student cost for this program is comparable, even slightly lower, than other CTE programs that require more materials such as Manufacturing, Welding, Wind Energy, and Electronics.</p>

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The college recognizes students may have financial barriers; efforts to assist students in overcoming these barriers include scholarships, financial aid assistance, on campus jobs, and certification cost assistance. The institution has a generous scholarship fund—100% applicants were awarded some form of scholarship dollars last academic year. The Financial Aid office assists students in completing the FAFSA. Many student-worker and work-study positions are available on campus; great effort is given to place all applicants in working positions.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>This is a cost-effective program. There are only two full time faculty members teaching a total of four (4) certificates and two (2) degrees. The College remains optimistic that enrollment will increase once all Covid restrictions have been lifted. Enrollment for the beginning of FY22 has already shown more promise than the previous two years.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No additional action will be taken at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include traditional lecture, hybrid courses, online courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>DACC faculty engage in academic assessment to improve teaching and student learning. Currently, Instructor Jeff Wise, is the program lead; he is responsible for program curriculum and assessment. Through the annual assessment cycle, course and program data is analyzed to determine effectiveness of instruction and student learning. Program data is analyzed on two levels: the faculty/classroom level and institutionally. Faculty initiate any necessary changes based on student learning assessments and program reports. Institutional data and trends are shared by the office of Institutional Effectiveness and addressed as necessary.</p> <p>To help ensure quality instruction, faculty are evaluated by the</p>

	<p>Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach.</p> <p>In addition to internal reviews and data, external stakeholders help ensure quality instruction. The Advisory Board Committee provides guidance from local industry leaders in relation to current industry trends/needs.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Computer & Network Administration program met Perkins IV program of study requirements and will be submitted in FY23 as a Perkins V program of study.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, this program meets the definition of a career pathway program. The courses in this program connect to provide a road map from the program of study to employment.</p> <p>Two certificates fall under the parent degree of Computer & Network Administration. These certificates include Computer & Network Administration Certificate and Cisco Certificate. These certificates provide various exit points for the program.</p> <p>High school students have the option to enroll in College Express courses which are directly tied to the program as well as dual credit general education courses before entering the program's core courses.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other</p>	<p>The program offers a co-curricular student organization called Tech Club. In this club, students troubleshoot and repair personal PC equipment for other students and employees. This has been a huge success in the past and was severely missed</p>

colleges would want to learn about?	during the pandemic restrictions.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	<p>Dual credit is offered every year in the form of College Express courses through VVEDS. High school students attend classes five days a week and can complete credit hours towards the certificate.</p> <p>High school students also have the option of taking any regularly offered course on campus if their parent high school allows it.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	There are work-based tours and an internship required in the parent degree, but they are not required in the certificate.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Industry accreditation is not required. However, the courses offered do prepare students to pursue industry certifications such as CompTIA, Cisco, and Microsoft.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Not at this time.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	There are work-based tours and an internship required in the parent degree, but they are not required in the certificate.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the	Not applicable.

number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>The parent program currently has articulation agreements with Southern Illinois University at Carbondale and Franklin University in Ohio.</p> <p>The certificate does not articulate.</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? What opportunities exist for other partnerships?	Not at this time.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No additional partnerships have been formed.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	<p>There are many vendor offered programs that are applicable for this program.</p> <p>More network security training will be a must to stay current with technology.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	<p>During the fall and spring in-service days, time is allotted for staff and faculty diversity, equity, and inclusion training. Mandatory online training is completed on an annual basis by all DACC employees. In addition, the Chief Diversity Officer, leads various diversity and inclusion initiatives, training, and awareness opportunities on campus throughout the academic year.</p>
3.17 What is the status of the current technology and equipment used for this program?	Current technology meets current needs. However, the future of the technology will be shifting to the cloud – which presents budgeting problems since these are mostly subscription-based costs (operating) rather than purchased costs (capital).

<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Within the classroom, students are assessed through a variety of methods including written exams, oral presentations, and hands-on exercises.</p> <p>The program also participates in the institution's annual assessment cycle. Each year a general education outcome (communication, critical thinking, technology, cultural awareness) is chosen to assess. Courses to be evaluated are chosen based on curriculum mapping and faculty insight. Student data from these assessments are collected and analyzed for continued improvement of student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At an informal level, student results are discussed among faculty as they analyze data and collaborate to improve instruction and differentiate for specific learners.</p> <p>Bigger picture program and institutional data is shared by the Office of Institutional Research. Designated time to share, discuss, and reflect on this data is allotted during the fall and spring faculty in-service sessions.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Pending curriculum changes include:</p> <ul style="list-style-type: none"> - Updates to newest version of all software - Addition of security courses - Addition of cloud computing courses - Addition of programming and database courses
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Student satisfaction is gauged by the institution's student survey responses. Per the results, students are very satisfied with the program and employment opportunities after graduation.</p> <p>In addition to the survey responses, casual conversations between the faculty member and students indicate excitement and satisfaction with the possibility of job placement. Students are excited to hear that there are more companies calling for potential employees than we have graduates for at this time.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program's advisory committee, made up of local employers, meets annually. The committee reviews and discusses curriculum, coursework, certification, and work-based learning, employment trends, as well as other topics.</p> <p>Committee engagement could be improved by involving a</p>

	wider variety of employers.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Advisory Council is very active in helping determine curriculum for students.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers have expressed satisfaction with the preparation of the program graduates. This information is collected during the program's annual advisory committee meeting. For those employers that do not attend the meeting but participate as a practicum site, surveys and personal conversations take place to measure their satisfaction.
3.25 What are the program's strengths?	Technology is constantly updated to remain current. Course offerings are in line with skills needed in the industry. Exceptional rapport and connection with local employers. Program is offered both on campus and online.
3.26 What are the identified or potential weaknesses of the program?	An identified weakness of the program is low student enrollment. This weakness was noted prior to the program review; the college is aware of declining enrollment trends and efforts are being directed to promote awareness, boost community relationships, and recruit students.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, not at this time.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

None

Performance and Equity

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

CTE Program	Cisco Certificate				
CIP Code	110901				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Number of Completers	0	0	0	0	0
Other (Please identify)	FY17	FY18	FY19	FY20	FY21
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program data was disaggregated by the following categories: gender, race, Pell eligible, accommodations received, and age.</p> <p>The data showed:</p> <p>Gender:</p> <ul style="list-style-type: none"> - 79.8% average Male between FY17 and FY21 - 17.5% average Female between FY17 and FY21 - 2.7% average Unknown between FY17 and FY21 <p>Race:</p> <ul style="list-style-type: none"> - 77.12% average White - 7.38% average Black - 4.14% average Hispanic - 4.35% average Other - 7.01% average Unknown <p>Pell Received:</p> <ul style="list-style-type: none"> - 46.8% average Yes - 53.2% average No <p>Accommodations Received:</p>				

	<ul style="list-style-type: none"> - 9.86% average Yes - 90.14% average No <p>Age:</p> <ul style="list-style-type: none"> - 44.16% average Under 20 - 26.52% average 20-25 - 29.32% average Over 25
How does the data support the program goals? Elaborate.	Upon reviewing this certificate, it appears that students are not enrolling or applying to graduate from the applicable certificates while they are applying to graduate from the AAS. This is something that will be addressed starting current year.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>Gaps identified between categories:</p> <ul style="list-style-type: none"> - Gender: Female enrollment is low - Race: There are gaps among non-White races <p>Pell Received, Accommodations, and Age are within range of what would be expected.</p>
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In general, the college has various programs in place to identify gaps, possible weaknesses, and support struggling students. The program faculty member works closely with Student Services (specifically, Advising and TRIO) to provide assistance and promote student success.
Are the students served in this program representative of the total student population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Are the students served in this program representative of the district population? Please explain.	Yes, in general, the students served in this program are representative of the institution's student population. The program student population includes those from various high schools, ethnicities, ages, and socioeconomic levels. While the male gender and white race is highly represented; additional gender and race representation would be ideal.
Review Results	

<p>Action</p>	<ul style="list-style-type: none"> ■ Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program curriculum was recently revised and appears to be current and vital.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Boost student recruitment efforts - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Complete the program marketing video/share on various marketing avenues b. Collaborate with college recruiter for detailed plans on high school recruitment opportunities c. Collaborate with marketing department on potential marketing campaigns 2. Strengthen employer relationships - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Recruit more participants for the program Advisory Board 3. Improve follow through on student completion - efforts will begin during the 2022-23 academic year and continue throughout the following academic years <ol style="list-style-type: none"> a. Track student enrollees and completers to make sure they are applying for all certificates they are eligible for
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At this time, program objectives are being met. No action steps required.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Socioeconomic gaps are evidenced in the classroom by the fact that lower income students have not had the same level of exposure to home computers and technology the other students have had.</p> <p>At this time, all students are given the opportunity to rebuild older, donated computers and take them home.</p>

Resources Needed	At this time, known resources that may likely be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.
Responsibility Who is responsible for completing or implementing the modifications?	<p>The Division Dean and the program’s lead faculty will work together to manage the timeline and action items determined from the review. Additional resources—internally within the college and externally from the community—will be referenced as needed.</p> <p>At this time, known resources likely to be called upon are the DACC marketing department, college recruiter, and audio/visual department, Office of Academic Affairs, and the Foundation Office.</p>

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	2017-2021
Discipline Area:	Communications
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<p>Upon completion of 9 credit hours in Communications students will be able to:</p> <ul style="list-style-type: none"> -formulate a solution or a position by analyzing a problem and evidence -construct drafts using reading, collaborative pre-writing and re-writing, and editing skills -apply information in order to construct a variety of texts -utilize online tools and computer-based resources when constructing their assignments -integrate and apply outside information in their written texts and oral presentations based on standards determined by MLA and APA - compose texts for various audiences and purposes, and rhetorical situations
<p>To what extent are these objectives being achieved?</p>	<p>Each of the program outcomes ties back to one of the College's four general education outcomes: communication, critical thinking, technology, and cultural awareness. The College assesses one general education outcome each year at the course, program and institutional levels. A standard rubric developed and approved by faculty is used at the course level to assess the learning outcome(s) tied to the program outcome that is linked to the general education outcome being evaluated. Rubrics are attached to individual student identification numbers which allows for the data to be disaggregated by a variety of demographic factors. The raw data is submitted to the Institutional Research office, which collates and disaggregates the data and sends it back to the respective faculty, dean, assessment committee, and other parties as needed. The data is used to generate program level assessment reports.</p>

<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>DACC is a comprehensive community college. Providing general education is central to the College’s mission. The College offers 33 associate degrees and 51 certificates. Students pursuing the Associate in Arts, Associate in Science, Associate in Fine Arts, Associate in Fine Arts in Art Education, and General Education Core Curriculum Certificate must complete 9 credit hours in Communications. Students in the Associate in Engineering Science and Associate in General Studies programs must complete 6 credit hours in Communications. Students in any Associate in Applied Science degree and many certificate programs must complete a minimum of 3 credit hours in Communications.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>The College continues to improve how it assesses student learning. It is participating in the Higher Learning Commission’s Assessment Academy, a four-year commitment. The Academy team, which is made up of faculty and administrators representing all academic disciplines, is focusing on creating a campus culture that embraces student learning. Communications faculty have spent countless hours reviewing/revising/updating their course outcomes and devising assessment activities that will provide better data on how well the program is achieving its outcomes. A full-time, tenured Communications faculty member serves as the Assessment Champion for the entire Liberal Arts division.</p>
<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Every year Academic Counselors and Deans participate in meetings with representatives from four-year institutions throughout the state. At these meetings those representatives outline changes to their curricula and changes that the College needs to make to be in alignment with those changes. The CAO and CSSO both participate in regular meetings at the state level where changes to curriculum are discussed. The Transfer Articulation Coordinator receives updates from IAI and other entities about curricular changes and advises the appropriate individuals on campus about these changes. Occasionally changes are made at the state level and ICCB/IBHE notify</p>

	<p>the appropriate individuals at the College, usually the CAO and/or CSSO. Changes are discussed at Academic Affairs meetings, as well as at Curriculum Committee meetings. Often the faculty members themselves suggest changes that need to be made. When it is determined that changes need to be made, those changes come from the faculty member to the appropriate Dean, to the Academic Affairs office, to the Curriculum Committee, to the VP of Academic Affairs, and from there to the DACC Board of Trustees, IAI, ICCB, IBHE, HLC, and/or other accrediting body as required.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Students must complete ENGL 101 and 102 and either SPCH 101 or 102 in order to graduate with an AA, AS, AFA, or AFAE. Students completing either the AES or the GECC must complete two of these four courses. Because students must take these courses there is little need to recruit for them but there is great need to make sure students are informed that they must take them. Curriculum guides, the College catalog, orientations, mandatory advisement, and degree audits are just a few of the ways students are informed about the requirements for program completion.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>No new Academic Transfer degrees/major options have been added/deleted to the College's Communications offerings during the last review period. The College has submitted Communications courses to the IAI review panel as required to ensure they meet the state requirements.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>The four courses offered in this discipline are ENGL 101 Rhetoric & Composition I, ENGL 102 Rhetoric & Composition II, SPCH 101 Oral Communication and SPCH 102 Public Speaking. ENGL 101 has by far the highest enrollment. This is because many students pursuing an AAS degree take ENGL 101 to meet the communications requirement but do not take ENGL 102, which they do not need. ENGL 102 and SPCH 101 have about the same enrollment year to year, while SPCH 102 consistently has the lowest enrollment. Public speaking continues to be a number one fear not just of students but of people in general. Many say they fear it more than death.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>The primary costs associated with this discipline are salaries and benefits. Classes are lecture based and there is little cost in terms of technology other than the computer, projector, SmartBoard, and LMS platform provided for all programs offered by the College. Faculty salaries at approximately \$500,000 for full- and part-time instructors are in alignment with that of other transfer disciplines. Benefits for full-time faculty at just over \$50,000 are also in alignment with that of other transfer disciplines. They are higher than the salaries and benefits for career/technical programs because there are 5 full-time faculty in this discipline, compared to one full-time faculty member in most career/technical programs. In addition to the 5 full-time faculty, there are generally 5-10 part-time faculty teaching courses in this discipline.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Considering the credit hours generated by this discipline and the relatively low cost to offer the courses, little can be done to offer curricula more cost effectively. Some of the full-time faculty teaching in this discipline have been with the College for many years so they make more than faculty member who have been hired more recently.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>This program has sufficient resources to meet the needs.</p>
Indicator 3: Quality	Response
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>Most of the courses in the discipline are offered face-to-face, online, and hybrid. Many of the courses are offered in accelerated formats of 7, 8 and 12 weeks, in addition to the traditional 16 weeks. Each fall one section of SPCH 101 is offered with a biology class as a learning community. For several semesters a section of ENGL 101 has been offered the first 8 weeks of the fall and spring semesters and a section of ENGL 102 the second 8 weeks so students can complete both courses in one semester.</p>
<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>At the end of each semester the Institutional Research office provides to the appropriate Dean the success rates for every course taught that semester. The data is broken down by section and by delivery method, which includes traditional college, online/hybrid, dual credit, and Danville Correctional Center classes.</p>

<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Each year the dean observes full-time faculty members in the face-to-face or online classroom, as appropriate, and completes a standard evaluation form used across campus. Non-tenured faculty are observed and evaluated twice each year until they are granted tenure after year three. Either the dean or lead instructor in the discipline observes part-time faculty and completes a standardized evaluation form used across campus. Part-time faculty are evaluated each of their first three semesters and then once annually thereafter. Students evaluate instructors every fall and spring semester.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>Every full-time faculty member receives a \$400 professional development stipend each year that can be used to defray the cost of attending conferences, trainings, and seminars held in person or online. These funds can also be used for professional memberships and/or for resources. In addition to this stipend faculty can apply for one of several Endowed Chair awards offered each year. Part-time faculty are invited to attend the Part-time Faculty Academy, which is held up to four times each year, and mirrors professional development activities provided to full-time faculty during in service days each semester. The dean may also approve other professional development opportunities for part-time faculty, depending on need and availability of funds. All faculty members are provided training on the College’s LMS and have resources available through the newly created Teaching and Learning Center on campus. The College maintains membership in the National Institute for Staff and Organizational Development (NISOD). This organization provides a variety of high quality, relevant professional development opportunities that are available free or at a relatively small cost to members.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All 5 of the full-time faculty in this discipline have been involved in an IAI panel review over the last review period.</p>
<p>3.6 How does the discipline identify and support “at-risk” students?</p>	<p>Faculty are encouraged to submit electronically a Retention Alert/Student Care report form for any student appearing to be at risk of not being successful in a course. Faculty have been provided extensive training on what constitutes at risk behaviors (such as missing more than 2 classes in a row, not responding to faculty outreach efforts, a change in behavior). An individual from the Student Services division will follow up with these students, as will the faculty members. Faculty can also</p>

	<p>refer students to the TRIO Student Support Services program, the Writing Center or other tutoring center on campus, and the DACC Food Pantry. Faculty can refer students directly to professional personal counselors in the Academic Advisement office or provide them information about 211, the number to call to be linked to a variety of resources throughout the district and the state.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>The Communications program is housed in the Liberal Arts Division, along with Arts & Humanities, Criminal Justice, Culinary Arts, Early Childhood Education, and Social and Behavioral Sciences. The Writing Center and the Library report to the Dean of Liberal Arts. Because all of these programs and services are located in close proximity to each other, they provide coordinated services to the students enrolled in their courses.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>The department looks at labor market data, updates from four-year institutions, changes at IAI, ICCB, HLC, and new state and federal mandates. For example, during the course of this review period the State of Illinois passed into law the Developmental Education Reform Act in March 2021. Reviewing placement policies and procedures and student success data as part of the DERA review may lead to modifications to the Communications curriculum.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>Course retention and/or success rates are reviewed each semester and over time. Attention is given to how the course is offered (face-to-face, online, on campus, at a high school, at the Danville Correctional Center, etc.) and if more than one instructor teaches the course. Sometimes it becomes clear the modality seems to be a factor. Other times it appears the low rates may be tied to the instructor. Occasionally it is determined that the textbook is too advanced for the course. From time to time it is just a fluke, an aberration. Continuously reviewing the data and being willing to ask the hard questions is critical to addressing low retention and/or success rates.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>At DACC success is defined as the student has received an A, B or C in the course.</p>

3.11 Did the review of quality result in any actions or modifications? Please explain.	The review of quality did not result in any actions or modifications to the curriculum, but it did reinforce the need to strengthen the assessment processes for this program to assure program outcomes are being met. It also reinforced the need to make more data easily available to data users. This need has been addressed at the institutional level with the implementation of SharePoint in the last year. Much of the data used to evaluate programs had been provided as hard copies or in reports that were available on the website. Making the data “live” on SharePoint will greatly enhance how data users can use the data to make decisions.
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List any barriers encountered while implementing the discipline.

There haven't been any barriers to implementing this discipline. The College has highly trained, competent faculty teaching the courses. The College has adequate facilities, software and hardware to offer the program. The College has a dedicated Writing Center that can assist students not only with Communications classes but also with any course or assignment that requires written or spoken English skills.

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

Academic Discipline Area	Communications				
Course Title	ENGL 101 Rhetoric & Composition I				
Course Description	Students compose a number of genres including creative non-fiction and source-based essays, revise texts with a clear purpose and target audience in mind, and learn to ethically integrate outside information based on MLA guidelines.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	662	616	664	575	521
Credit Hours Produced	1986	1848	1992	1725	1563
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	77%	77%	70%	77%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 900	C1 900	C1 900	C1 900	C1 900
How does the data support the course goals? Elaborate.	The average success rate for this course over the five-year review period was 76%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Male and female students fared equally well, both at 76% successful. White and non PELL eligible students scored higher than the average at 80% and 82%, respectively. Hispanic and PELL eligible students scored lower than the average at 70% and 68%, respectively. The lowest scoring group was Black students at 61%.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Assessment data will be disaggregated by subgroup to determine if there are specific outcomes not being met by subgroups other than White and non PELL eligible, particularly Black and PELL eligible students.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rates indicate students from minority and lower socio economic backgrounds succeed at lower rates than other subgroups.				
Resources Needed	No additional resources are needed.				
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Communications				
Course Title	ENGL 102 Rhetoric & Composition II				

Course Description	This course provides continued training and practice in the comprehension and expression of written English, with emphasis on the research process.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	447	408	474	357	390
Credit Hours Produced	1341	1224	1422	1071	1167
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	73%	80%	79%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 901	C1 901	C1 901	C1 901	C1 901
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 77%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Success rates for White and non PELL eligible students were significantly higher than the average at 80% and 84%, respectively. Success rates for female and Hispanic students were slightly higher than the average at 77% and 78%, respectively. Success rates were lower than the average for Black and PELL eligible students at 56% and 65%, respectively.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Assessment data will be disaggregated by subgroups to determine if there are certain learning outcomes not being attained by Black and Pell eligible students compared to the other sub-groups.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The success rates for Black and PELL eligible students were much lower than the average success rate for all groups and significantly lower than the success rates for White, non PELL eligible students.				

Resources Needed	No additional resources are needed.				
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Communications				
Course Title	SPCH 101 Oral Communication				
Course Description	The course combines communication theory with the practice of oral communication skills.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	428	396	336	380	234
Credit Hours Produced	1284	1188	1008	1140	702
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	87%	83%	76%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2 900	C2 900	C2 900	C2 900	C2 900
How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 82%.				
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.				
Were there identifiable gaps in the data? Please explain.	Female, White, and non PELL eligible students scored higher than the average at 85%, 86%, and 85%, respectively. Male and PELL eligible students scored slightly lower than the average at 79% and 80%, respectively. Black and Hispanic students scored much lower than the average at 70% each.				
Academic Course Review Results					

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Assessment data will be disaggregated for all subgroups to identify learning outcomes that are not being met by male, minority and PELL eligible students.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	While the overall success rates for all subgroups are good, there is a clear discrepancy between female, White, and non PELL eligible students and students who are male, minority, or from lower socio-economic backgrounds.				
Resources Needed	No additional resources are needed.				
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as needed to faculty teaching the course.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Communications				
Course Title	SPCH 102 Public Speaking				
Course Description	This introductory course emphasizes the thoughtful preparation and practice of delivering speeches before a group. Students will present both informative and persuasive speeches.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	35	27	108	53	47
Credit Hours Produced	105	81	324	159	141
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74%	70%	81%	87%	74%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2 900	C2 900	C2 900	C2 900	C2 900

How does the data support the course goals? Elaborate.	The success rate for this course over the five-year review period was 77%.
What disaggregated data was reviewed?	Data were disaggregated by gender, race, and socio-economic status.
Were there identifiable gaps in the data? Please explain.	Male, White, Black, and non Pell eligible students performed higher than the average at 82%, 78%, 89%, and 88%, respectively. Female and Hispanic students were slightly lower than the average at 76% each. Non Pell eligible students performed significantly lower at 62%.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Assessment data will be disaggregated by subgroups to identify learning outcomes that are not being achieved, particularly by Pell eligible students
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Assessing the learning outcomes may help explain why PELL eligible students perform so much lower in this class than their counterparts.
Resources Needed	No additional resources are needed.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean, Lead Instructor and Assessment Champion will monitor the data and recommend modifications as indicated to the faculty teaching the course.

English Language Acquisition (Title II- Adult Education and Literacy Program)

This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 2017-2021

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	305	247	206	137	138
Number of Completers	144	115	89	59	63
Number of Students in a Bridge course:	8	6	18	15	9
Number of Students in an ICAPS course:	3	0	16	4	5
Number of Students in Workplace Literacy Training:	0	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data shows that our program has consistently and continually focused on providing opportunities for our students even during the pandemic years. Our goal is to provide opportunities and instruction to students in need of our services, and we have and will continue to do this.				
Are there identifiable gaps? If so, please explain.	The program has no major identifiable gaps, but we desire to continue growing and the biggest area for this to happen is promotion.				
What is the college doing to overcome any identified gaps?	The College is promoting programs on social media platforms, websites, newspapers, and television opportunities as well as sending out flyers for programming.				
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	DACC has a team focused on Diversity, Equity, and Inclusion that is led by our Chief Diversity Officer. This team focuses on the implementation of our Diversity Plan and ensuring that student needs are met.				

Review Summary	
Program Objectives What are the objectives of the English Language Acquisition program?	The goal is to provide every individual in Illinois access to Adult Education services including the Integrated English Language and Civics Education Program.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Data shows us that we are meeting the needs of our students in our area. We see the extent to which our goals are being achieved due to post-testing and completion of our programs.
How do your program objectives align with the goals and objectives in the <u>2018-2023 Illinois Adult Education Strategic Plan</u> ?	DACC is focused on providing English language learners an opportunity to learn to speak, read, write, and comprehend the English language in addition to achieving goals of a High School Diploma and continuing education or entering the workforce.
What gaps were identified as it relates to program need?	Every semester, we have struggled to increase the number of students in our program even when the need is great.
What additional support is needed to help students transition to post-secondary or employment?	No additional support is needed at this time.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	We do not see a cost-effectiveness issue at this time, other than we are trying to ensure classes are filled at a level that allows for instructors' salaries to be justifiable.
Discuss how the program strengths will lead to improved student outcomes.	The strengths of our program will lead to improved student outcomes because our instructors and staff are invested in our students' success. This helps students thrive.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	DACC Adult Education recently started a new ESL class in the northern part of our county to meet more students where they are. ELA is needed across our county. We continue to offer ABE/ASE classes as well.
Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	The program has analyzed the Index of Need and priority populations identified in WIOA for the program area and chosen specific programs to meet the needs. ESL/ABE/ASE programs are needed in addition to Bridge and ICAPS programs. We see the significant need for healthcare as the focus as well and are continuing to focus there.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	CNA has been a part of the Adult Education Department at DACC for many years. This partnership has allowed for a smooth transition for ICAPS and Bridge programs to succeed in the department.
1.3 Detail how past ELA enrollment trends compare to the index of need.	The index of need shows we have room for immense growth, but we will continue to focus on the next steps to offer our programs within our community to those identified on the index of need.
1.4 Detail how Bridge Program enrollment trends compare to the index of need.	The index of need shows a significant need within our district. Our numbers do not align with this need.
Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	Cost is waived by our institution to allow accessibility for all students to engage in programming.
2.2 How is the college supporting the training portion of an IET for adult education students?	The college is supporting the IET portion of our adult education students by making classes available and flexible. They also have equipment loan programs and partnerships with AJC partners to provide needed resources.
2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	Limited institutional dollars are provided to Adult Education to ensure the success of ELA student outcomes. These funds allow for staffing, supplies, and space for the programs.
2.4 What sources are being utilized in braided funding?	Within our ICAPS program, braided funding is the way we make the program possible. In our ICAPS CNA program: Vermilion County Works paid for the book, and provided transportation and child care assistance; Community Action paid for the uniform, equipment, and GED testing costs; and DACC waived the tuition.

2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	Our sustainability plan is to focus on what is working. We will do a healthcare bridge, CNA ICAPS, and ensure our ABE/ASE/ESL classes all show sustainable numbers.
2.6 Are there needs for additional ELA resources? If so, what are they?	There is a need for continued funding increases to support ELA resources as we attempt to expand programming.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	<ol style="list-style-type: none"> 1. Commitment of program staff (2 of our 3 administrators are new within the past year, but are doing everything they can to help students succeed). 2. Program staff who studied in our ELA programming. 3. Compassionate, knowledgeable and qualified Instructors. 4. Longevity of program in College District 507 5. Administrative leadership 6. College's commitment to the success and inclusion of our AEL students. 7. Strong networking and collaboration in the community (including government agencies, WIOA partners, Law-enforcement agencies, non-profits and churches, and past students.
3.2 What are the potential weaknesses of the program?	<ol style="list-style-type: none"> 1. Declining population in College District 507. 2. Uncertainty of funding.
3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?	<ol style="list-style-type: none"> 1. All instructors complete professional development on content standards yearly. 2. Instructors are required to submit sample content-standard lesson plans each semester. 3. Each classroom contains content standards manuals. 4. A minimum of one instructor per year is required to participate in standards certification training. 5. Instructors are evaluated on the inclusion of standards.
3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.	DACC has found great success for our students in the CNA ICAPS program. We plan to continue this program to provide opportunities to our community.
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team- teaching, accelerated, etc.)	This program is offered face-to-face on DACC's campus as well as tow off-site locations throughout College District 507. Modes include day and night classes, 8-week to 12-week sessions, online with synchronous and asynchronous delivery, and varied ability level sessions.

<p>3.6 What innovation has been brought to or implemented in the program?</p>	<p>Innovations have included the ICAPS system with waived tuition costs and the inclusion/development of online formatting/zoom and google classroom.</p>
<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>This program enjoys great partnerships and networking with WIOA partners and other community-based and government-based entities. New partnerships have formed with the VA Medical Center and OSF Medical Center for our ICAPS program. We continue to partner with IDHAS, IDORS, IDES, IDOC, HACD (HUD), Community Action, DACC, SBDC, and the City of Danville.</p>
<p>3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>Adult Learning Resource Center, Forum for Excellence, ICCB Conferences, I-Learn, GED Testing Services, OCTAE, Hiset ETS, Faculty, IACEA, and others. Training on TABE, Content Standards, STAR EBRI, Assessment, Mentoring, and many more.</p>
<p>3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.</p>	<p>This program has seen a decline in completions over the past several years in the ICAPS program. Barriers could be student commitment, low numbers, and an increase in pay for jobs without certifications.</p>
<p>3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?</p>	<p>As stated before our partnerships are what help our students succeed. We have partners that will fund testing, assist with transportation and childcare, provide books and supplies, and even supply computers for online work.</p>
<p>3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.</p>	<p>Staff members have worked with SIUPDC staff to learn about the ELA Bridge and ICAPS programming. This has allowed for a clearer understanding and development of programming for our student's benefit.</p>
<p>3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.</p>	<p>ELA programming and transition courses are providing the skills necessary for student success in post-secondary education and training by supporting them as they begin this process. We help our students become a part of our college, experiencing classes and collaboration at a college level. This helps students learn content to use while continuing their education or entering the workforce.</p>
<p>3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.</p>	<ol style="list-style-type: none"> 1. Students work on computers daily to build skills for the workplace and post-secondary education. 2. Bridge programs integrate technology from the chosen field to allow students to see the correlation between their studies and their future job.

3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?	Adult Education students are a part of DACC. They receive the same ID Card and campus access as any other DACC student. DACC strives to help them recognize they are a DACC student. This allows them access to all college services. AE staff are always here to assist when needed as well.
3.15 How is numeracy covered in the ELA program’s various offerings?	Numeracy is a key element of our programs as one of our goals is to prepare our students for continuing education or workforce development. In each of these areas, numeracy is essential and will always be a key element of each of our programs.
3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?	Our program does not receive the IELCE grant.
List any barriers encountered while implementing the program.	
Review Results – Next Steps	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.	Our program has already put in place a plan for the growth of opportunities and promotion for students. We will continue to try to offer programming in locations where students can access the opportunities and we will continue partnering with our WIOA team to meet the needs of students. We see the need for increased funding as the program continues to grow.
Intended Action Steps Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.	1. Add additional locations around College District 507 for all ALE programming in FY24 2. Amplify promotion, especially in regard to ICAPS and Bridge opportunities in College District 507 in FY 23.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.

<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>We strive every day to make sure Diversity, Equity, and Inclusion are a top priority in our hiring, programming, and partnerships. We believe opportunities should be readily available to all eligible students.</p>
<p>Resources Needed</p>	<p>Additional funding as our program grows.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Dean of Adult Education and Literacy, and the Assistant Director of Adult Education have the majority of the responsibility for the program. The Dean reports directly to the Vice President of Academic Affairs. They in turn will direct faculty and other staff to achieve desired outcomes.</p>

Student and Academic Support Services

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

College Name:	Danville Area Community College (DACC)
Academic Years Reviewed:	FY 17-21
Review Area:	Admissions/Registration and Information
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	<ul style="list-style-type: none"> • Timothy Morgan – Registrar/Director of Admissions and Records • Stacy Ehmen – Vice President of Student Services
Mission How does the program/service contribute to the mission of the college?	<p><i>Mission: DACC is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share.</i></p> <p>The Admissions/Registration, Records, and Information (ARRI) department plays an integral part in the College’s mission. ARRI is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share. Access: Access to records and information in formats desired by customers (students and faculty); Student Persistence: Providing resources to students to start them on a successful path and assist them in staying on track to reach their educational goals; Communication: Communicating laws, policies, services, procedures, and applicable information to students, faculty, and all customers; Functionality: Improving processes and service flow based on student need and resources available; Integrity: Improving departmental accountability to all stakeholders.</p>
Advancement of Equity How does the program/service help advance equity?	ARRI helps students of all ages, gender, ethnicities, economic statuses, and college experience/level. ARRI serves every student and co-worker with equitable processes, kindness, and professionalism. Providing equitable information, services, and programs is important to the department and the College. DACC works hard to advance equitable services and outcomes by listening to the students and communities we serve, our stakeholders, best practices, and our Chief Diversity Officer. Our products and services are assessed and adjusted continuously to provide the needed equity and

	<p>quality. One of the benefits of being a smaller College is that we are always learning and adjusting. It is easier to put change in action.</p>
<p>Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/objectives of the program/service?</p>	<p>ARRI is a vital part of the student experience at DACC. We continue to evolve with the students, communities, and stakeholders need for services, courses/programs, technology needs, and data needs. Overall, the services we provide now encompass Admissions, Registration, Records/Registrar, and Information. The Admissions/Registration/Information roles in the department lead and coordinate all activities relative to the College’s admissions and registration process and is responsible for the maintenance of student records/data that is the foundation of enrollments, course section information, ICCB reporting, third-party reporting, and Clearinghouse. The department is specifically responsible for student admissions; registering part-time students (especially DOC, dual credit, and traditional part-time enrollments); coordinating the semester schedule publication; front-line Dual Credit communications with students, high school administrations, and parents; interpreting, completing, and communicating various College, State, and federal policies and reports; hosting the Annual College Day and the High School Counselor Articulation meeting; assist with New Student Orientations; and assisting with Recruitment events and other events held by Student Service and Academic departments. With the various responsibilities, the underlying goal of each function is to support student success.</p> <p>ARRI developed a departmental mission that centers on access, student persistence, communication, functionality, and integrity: Access: Access to records and information in formats desired by customers (students and faculty); Student Persistence: Providing resources to students to start them on a successful path and assist them in staying on track to reach their educational goals; Communication: Communicating laws, policies, services, procedures, and applicable information to students, faculty, and all customers; Functionality: Improving processes and service flow based on student need and resources available; Integrity: Improving departmental accountability to all stakeholders.</p> <p>ARRI Recent Objectives & Goals:</p> <ul style="list-style-type: none"> • Increase the number of students graduating with a certificate and/or degree, especially those from previously underserved populations. • Increase the number of students earning college Credit through traditional college student enrollment, Dual Credit programs (College Express, Dual Credit, and

	<p>Middle College), and the College’s programs provided at the Danville Correctional Center.</p> <ul style="list-style-type: none"> • Maintain various data elements in the College’s student information system to meet the demands of various stakeholders (ICCB, Department of Education, Clearinghouse, the College’s Institutional Research office, etc.) • Follow, interpret, and administer State and Federal regulations that are pertinent to the ARRI department and other related higher education/community college policies. • Update services, processes, and systems/technology to meet the needs of multiple stakeholders. • Serve the community college district, students, staff, and other stakeholders to our fullest capability and exceed expectations. • Assist students in meeting their educational goals and the College in meeting its Strategic Plan/Matrix & Key Performance Indicator goals, especially with respect to recruitment, retention, persistence, and completion
<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<ul style="list-style-type: none"> • Increase the number of students who earn certificates and degrees: Admissions & Registration assists each student who is working on a certificate and/or degree. The College offers a variety of options and the ARRI department is responsible for informing students and potential students of these options, ensuring smooth admission to enrollment transitions, and working with students throughout their educational journeys. Our level of progress and success is determined by the College’s Key Performance Indicators and Operation Graduation data. Graduation rates for Fall 2017, 2018 and 2019 cohorts were 37%, 36%, and 43%. While these rates are higher than national averages, the subpopulation rates by ethnicity still show room for improvement. • Increase the number of students who have access to DACC programs and the number of credit hours completed: Admissions & Registration assists all students who participate in traditional college courses, Dual Credit programs (College Express, Dual Credit, Middle College), and the Danville Department of Corrections courses. While enrollment declined significantly during COVID, the College is finally experiencing a bit of growth again. ARRI and the College have been working in overdrive to serve every student “where they are at.” This means location, place in life, education level, technical capability level, and by career/education goals. After several semesters of decline, basically due to Covid and district population decline, the College is seeing significant improvements

in CTE programs, Dual Credit, and DOC programs. The College will continue to work on our underserved populations such as African American and Hispanic/Latino populations as well as offering new programs.

Another program developed during the review period is the Dual Credit Option for Highly Qualified High School Freshman and Sophomores. Following the ICCB Dual Credit guidelines, a program was developed with Academics to offer exceptional freshman and sophomore students' dual credit opportunities. The purpose of the program is assist the local high schools and challenge the academically-gifted students. Each student is considered on a case-by-case basis and completes a separate application. To date, the students that are taking advantage of this opportunity have been succeeding at a high rate. The credit hours produced by this program are not claimed with the College's Summary Credit Hour Report. This is for special circumstances.

- **Update services, processes, and systems/technology to meet the needs of multiple stakeholders.** In order to meet the State and ICCB credit hour certification requirements, the College had to implement a new Early and Midterm Verification process/system. The College's old system, Ellucian's WebAdvisor, is no longer available for the College to use. Therefore, a new system/process for Early and Midterm Verifications, where faculty certify student census rosters, needed to be developed. After the College moved to the Ellucian Cloud for security purposes, we implemented a new process with Ellucian's Self Service product. As of Fall 2022, the system has been implemented and the faculty been trained. Faculty responded favorably to the new process/system. An Ellucian Consultant is helping ARRI develop an audit report for the College to submit to our external auditors and ICCB. The report will also be used by ARRI every semester for internal audits.

The Registration/Admissions department has identified the need for an Online Application System for the last couple of years. Unfortunately, resources and funding have not allowed the move to date. The College currently utilizes a paper student information form/application. It is also available as a pdf on our website that can be filled in and emailed to the Admissions department. This goal was put on hold due to the College moving to the Cloud and other data priorities. After Covid and the Cloud conversion, the need for this technology is more apparent than ever. As soon as resources and funding allows, the College will

	<p>pursue this technology. The department is currently researching available products.</p> <ul style="list-style-type: none"> • Serve the community college district, students, staff, and other stakeholders to our fullest capability and exceed expectations. Hire an Information Specialist: ARRI would like to fill the currently vacant Information Office Specialist position. Once enrollment returns to past levels, the request will be made to Administration again. In the meantime, the ARRI team has split the position’s responsibilities and is utilizing a staff member from another department on a part-time basis to maintain the level of service students and other stakeholders require. • Assist students in meeting their educational goals and the College in meeting its Strategic Plan/Matric & Key Performance Indicator goals, especially with respect to recruitment, retention, persistence, and completion: In order to improve retention and persistence rates, the Admissions/Registration department is in the process with of updating the College’s New Student Orientation Program: A cross-functional team is currently working on a cohesive plan to update our NSO programs. The team consists of INST 101 Success in College instructors, Recruitment, staff who work with dual credit students, ARRI, and staff that have been part of the NSO programs in the past. Students will also be brought into the update process to ensure that we are meeting their needs. The goal is to pilot the changes in Spring 2023. <p>Admissions & Registration staff will also play key roles in the College’s upcoming Strategic Enrollment Management plan and strategies.</p>
<p>Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>ARRI implemented, continued, or improved the following processes.</p> <ul style="list-style-type: none"> • Continued Coordination of Dual Credit: DACC’s dual credit program consists of three general areas: traditional dual credit, College Express, and Middle College. Traditional dual credit consists of area high school students completing college-level courses either on campus, online, or in the area high schools under the instruction of a high school instructor who meets ICCB/HLC requirements to teach a course. Through a partnership between DACC and VVEDS (Vermilion Vocational Education Delivery System), College Express allows area high school students to earn college credit in various CTE (career and technical education) fields under the same guidelines as our traditional dual credit program. Middle College is a program for area junior and senior high school students who are at risk of dropping out. These students complete

credit recovery courses as well as college-credit courses that they can use toward both high school and college credit. Middle College students are graduating at an 80% rate which is much higher than the rates at high schools. During Covid times, we saw our Dual Credit and College Express enrollment numbers fall a little as our high school partners scrambled to keep schools and students in place. Now our numbers are climbing back up as we transition to a new normal. The Admission Office continues to register these students and provide the first line of communication with high school counselors and parents concerning dual credit needs.

- **Continued Registration, Records, and General Maintenance of the Education Offerings at Danville Correctional Center:** We continue to serve the residents at the Danville Correctional Center with CTE classes and a few transfer courses to increase certificate/degree completions.
- **Continued Mandatory Orientation Offerings for Incoming Students:** The Admissions and Information offices continue to coordinate and record mandatory orientations for our incoming students. The College offers four options for students to complete orientation: an on-campus New Student Orientation (NSO), an Online Student Orientation (OSO), a Freshman Student Orientation (FSO) for our high school students, and a Non-Degree Seeking Student Orientation (NDO) for students who are only interested in taking a course or two at DACC. From 2018-2022, we had around 4,000 students complete an orientation.
- **Continued Maintenance and Reporting of Accurate Data to Outside Entities:** Accurate reporting to ICCB and other third-party governing entities (Clearinghouse, Department of Education, grant funding agencies) is vital to our reputation and funding as a community college. ARRI works closely with the Institutional Effectiveness and Administrative Data Systems offices to ensure we are accurately reporting everything we should.
- **Electronic Transcript Request System:** In January 2015, in an effort to remain up-to-date with growing technology, the Records office partnered with National Student Clearinghouse to offer students the option to order transcripts electronically. This has been immensely popular with our students and has yielded very few issues. Between June of 2017 and June of 2022, over 9,400 transcripts have been ordered through the National Student Clearinghouse site.

Indicator: Need

<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Yes, there is a great need for the ARRI department. The department serves students from the beginning of their college journey (access, application), during, and until the end (transcripts, graduation). DACC makes sure all students' needs and College policies are being met. The functions performed by Admissions/ Registration are required by the State of Illinois, the Department of Education, and several grant entities. Several self-audit processes are performed throughout the year to ensure data integrity and proper implementation of policies and procedures.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>There is a great need for the ARRI department. The department helps the College meet the fundamental needs of our courses/programs with applications, student residency, student registrations, pre-requisite processing, course repeatability policies, course rosters and verifications, degree audits, ID cards, and the thousands of data pieces that build the foundation of student information, course section functionality, and the students' journeys through their time at DACC. Additional services provided through the Admissions & Registration department include Dual Credit, National Student Clearinghouse data needs and processes, ICCB reporting, and data audits/clean-up for the Institutional Research department. With new and advanced technologies available, the constantly changing data needs (State, federal, grant-funded, and College needs) and how students and classes/programs have evolved, especially through Covid times, the department has been able to find the most efficient, economical, and service-oriented solutions. Every student and most prospective students, from Admissions to Graduation is served by the department. In supporting the College, ARRI continues to make student success our number one priority.</p> <p>The need for ARRI is determined by the mission of the College, the product that we provide to our students and communities, and the growing demands of our stakeholders, on and off campus.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Students use services from the department daily. The Information office helps students learn the DACC campus, they take Student ID's and are the greeter of the campus. Students start at Admissions/Registration to fill out their student information form or to register for a part time class schedule. Students can come in the office to pick up an official transcript or to have one mailed out. If a student would like a transcript electronically sent, they use National</p>

	<p>Student Clearinghouse to request an electronic transcript. Every student the College serves is served by the Admissions & Registration office in some capacity. The Admissions and Records webpages are used often by student and our Self Service portal is used by students, staff and faculty on a daily basis.</p> <p>Each student’s record is also touched by the department with data integrity checks on application entries, residency checks, course repeat reviews, pre-requisite checks with registrations and dual credit enrollments, and the College’s degree audit capabilities.</p> <p>This department also serves as a critical and effective communication link to our High School Counselors.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Student and stakeholder usage matches, and has even been greater than the department capacity. Usage and need is inherent to the basic functions and services of Admissions & Registration. Plus, the additional functionality of the department with dual credit, high school counselor relationships, course section assistance and maintenance, and IR data service, the department is inherently critical to academics, student services, and the institution as a whole. The department is essential to each student’s journey and the College’s overall success.</p>
<p>Indicator: Cost</p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>The Admissions/Registrations expenditures are mainly for staffing (benefits and wages), office supplies, staff training, printing schedules, hosting College Day and the Annual High School Counselor Articulation Meetings, ID Card supplies, graduation, New Student Orientations, IT consultants, and producing general College brochures, forms, and information for students and stakeholders.</p> <p>Implementation of an on online application system and replacing the vacant Information Specialist position would be potential expenses in the immediate future.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The ARRI department is paid from the College’s general operating budget. Maintaining quality services while being cost effective and efficient has always been a priority in the department. Staff are vigilant with our inventories and resources at hand. Free and low-cost alternatives are always exhausted before money is spent. The department is also very mindful of what is a need versus a want. The department also utilizes student impact, Departmental Assessment processes/outcomes, and the College’s Strategic Plan/Matrix to determine what expenditures are needed.</p>

Indicator: Quality

<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<ul style="list-style-type: none"> ● Ruffalo Noel Levitz Student Satisfactory Survey Results and Benchmark Comparisons: <ul style="list-style-type: none"> ○ Under the Admissions and Financial Aid category DACC’s Satisfaction score was 6.11 compared to the National Cohort score of 5.66. <ul style="list-style-type: none"> ▪ DACC’s score raised from 5.48 in Fall 2017 to 5.53 in Fall 2019 and then at 6.11 (mentioned above) in Fall 2021. ○ Under the Registration Effectiveness category, DACC’s Satisfaction score was 6.22 compared to the National Cohort score of 5.83 <ul style="list-style-type: none"> ▪ DACC’s score raised from 5.68 in Fall 2017 to 5.77 in Fall 2019 and then at 6.22 (mentioned above) in Fall 2021. ○ The statement, “Admissions staff are knowledgeable,” was noted as a strength in the Fall 2021 results. ● The department also researches best practice policy and procedures from other community colleges, universities, and applicable associations such as IACRAO, ICCAROO, and the CAS Professional Standards published by the Council for the Advancement of Standards in Higher Education. If changes are implemented, they utilize the best practice as a benchmark.
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<ul style="list-style-type: none"> ● Meet ARRI job description requirements. ● On the job training and knowledge building. ● Additional schooling/courses if needed or desired. ● Participate in Achieving the Dream trainings and meetings. ● Monthly meeting with staff to go over updates and expectations of the department
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<ul style="list-style-type: none"> ● Implementing New Early and Midterm Verification Program: Web Advisor was the program we have used in the past for Early and Midterm Verifications for faculty to certify student census rosters. We implemented a new Ellucian product called Self Service. Fall 22, we have implemented the product and the faculty have learned quickly and are enjoying the new program. ● The new features allowing faculty to take attendance, midterm grades and using retention tools help us know if a student is falling behind in their classes.
<p>3.4 What are the strengths of this program or service?</p>	<p>One improvement that continues to strengthen our offices’ policies and procedures includes the continued review of said policies and procedures to determine possible student success barriers and make changes, when possible, to eliminate these obstacles. This is done every year when the offices complete</p>

	<p>their departmental assessment processes and creates the upcoming year's departmental plan. These outcomes and plans feed into the College's Strategic Planning Matrix of the college. The Director of Admissions and Records holds monthly staff meetings for the ARRI staff to communicate any upcoming events or policy/procedural changes and discuss any issues that may relate to any of the offices. The Vice President of Student Services also holds an annual meeting with all front-line Student Services staff to make sure these vital offices are all communicating the same message to students.</p> <p>Strengths List:</p> <ul style="list-style-type: none"> • Veteran staff members working with new staff. • Staff members are cross-trained between Admissions/Registration, Records, and the Information Office. • Cross-departmental training is also done with Financial Aid, Advisement & Counseling, and the Cashier/Business Office. • Relationships built with high school counselors, teachers, parents, and all potential students. • Willingness to adapt to students and our high school as needed. • Availability and accessibility of being a front-line staff helps students with resources. • Connections with the community. • Student Persistence: Providing resources to students to start them on a successful path and assist them in staying on track to reach their educational goals. • Communication: Communicating laws, policies, services, and procedures to students, faculty, and all customers. • Functionality: Improving processes and service flow based on student need and resources available. • Integrity: Improving departmental accountability to all stakeholders.
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<ul style="list-style-type: none"> • Maintaining service levels offered by the department due to the Information Specialist position not being filled to date. During the College's essential spending mandate in March, it was decided not to fill the Information Specialist position at the time. This caused the ARRI office to reassign the job duties to other people in our offices and on campus. The Director of Admissions and Records worked with Campus Security to move lost and found, NSC reporting moved to the Registrar, Student ID's and other miscellaneous job duties have been reassigned to the other ARRI staff members. • Need to keep up with State/ICCB regulations, especially in regard to Residency requirements. • Lack of being able to serve students with an online

	<p>application system.</p> <ul style="list-style-type: none"> • Need to take advantage of new Colleague capabilities and processes (ex: document upload). • The College needs to work on a Strategic Enrollment Management plan to develop a semester schedule that meets the needs of the students we serve and want to serve. • Students need to be better prepared for the first day of class. Improved orientations will help with this issue. • More training is needed to update processes and move some processes online for greater accessibility and efficiency. • Constant change at the College and with stakeholders continues to be a challenge as the department works hard to communicate the changes to students and serve them to our highest capability.
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<ul style="list-style-type: none"> • Nationally recognized survey (Ruffalo Noel Levitz “SSI” Student Satisfaction Inventory) • Point of Service inquiries and feedback. • Meetings with high school partners (Counselors, Principals, Administrators). • Meetings with sister departments to improve student process flow and increase knowledge.
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<ul style="list-style-type: none"> • Administering SSI survey every 2 years. • Review of Key Performance Indicators determined by the College. • Departmental Assessment Plans are developed, implemented, and reviewed every year. • Review of the department’s contributions to the College’s Strategic Plan.
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<ul style="list-style-type: none"> • Administering SSI survey every 2 years. • Review of Key Performance Indicators determined by the College.
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>As an open-door College, DACC reviews the breakdown of our student body by ethnicity, age, economic status, etc. If gaps are determined compared to the college district we serve, plans are identified to reduce the gap. The College has identified enrollment, retention, and completion gaps with respect to African American students and Hispanic/Latino students.</p>

<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>DACC does a great job creating our marketing tools, incorporating retention efforts, and striving for better graduation numbers. However, data shows that we do have work to do serving our African American and Hispanic/Latino populations, especially in regard to retention and completion rates. The College is adopting many best practice efforts to mentor student groups to provide the support and services that they need to be successful. These opportunities are discussed with potential students when we recruit them and throughout their academic journeys. Retention strategies, timely services, student engagement practices, and tutoring options are key to closing the gap with equity barriers that have previously prevented students from underserved populations being successful in the past.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>ARRI uses enrollment and graduate data to determine where gaps are present overall and within instructional programs. Once the gaps are identified, targeted recruitment efforts are utilized to increase enrollment and retention. The goal is to help serve as many students as possible including those who are challenged with various educational barriers.</p>
<p>Review Results</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> • Investigate Ellucian’s CRM Recruit and other applicable systems to implement an online application and other admissions processes. • Continue working with an Ellucian Consultant to evaluate current workflow in place and upgrade systems where needed. Examples include: 1) pre-requisite process that handles multiple measures and 2) nightly data feeds from 3rd party systems to reduce data entry (ex: ALEKS and ACCUPLACER data uploads). • Looking to hire an Information Specialist to help do Student ID’s, be a greeter and process NSC reports. • Update our face to face and online new student orientation material.
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Equity is very important to our students and the College as a whole. With this stated, it is also a priority to the department. DACC works directly with the community we serve to advance equity for all groups of students who could be helped by the College. The ARRI department is very passionate about sharing information about DACC programs and services to all members of the College district. Over the last 5 years, we’ve learned that we need to meet our students and potential students where they are at. This concept includes locations, technology levels, and education levels. The ARRI department has gone to great lengths to establish successful partnerships with the most diverse high school in our district to help move the proverbial needle. The department strives to treat every</p>

	student and co-worker with understanding, kindness, and professionalism.
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Key Points:</p> <ul style="list-style-type: none"> • The ARRI department serves several critical needs at the College. From information, to access and completion, and with data integrity, the department serves the students and various stakeholders. • The department serves students throughout their educational journeys, from the application start to graduation. These strong connections lead students to trust the College and return allowing us to provide lifelong learning with additional classes and/or advanced degrees. <p>Future Modifications:</p> <ul style="list-style-type: none"> • Because of COVID-19 and staff turnover, the department will need to be very aware of collecting data, using that data, and understanding how others use the data to improve our overall student success, especially with respect to part-time registrations, Dual Credit programs, and DOC credit hours and completions. • Hiring an Information Specialist provides students and staff a link to College information, services, and programs. This position is key to student access and success. • Serve on the College’s Strategic Enrollment Management team as they partner with Academic Affairs to build a plan to ensure increased enrollment, retention, and completion rates.
<p>Resources Needed</p>	<ul style="list-style-type: none"> • Find funding for an online application system. • Find funding to fill the vacant Information Specialist position.
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<ul style="list-style-type: none"> • Timothy Morgan–Registrar/Director of Admissions and Records

Student and Academic Support Services

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

College Name:	Danville Area Community College
Academic Years Reviewed:	FY 18-22
Review Area:	Recruitment
<p>Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.</p>	<p>Alexis Simmons – Coordinator of Recruitment and Student Engagement</p> <p>Nicholas Catlett – Director of Workforce and Recruitment Services</p> <p>Stacy Ehmen – Vice President of Student Services</p>
<p>Mission How does the program/service contribute to the mission of the college?</p>	<p><i>Mission: DACC is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share.</i></p> <p>Recruitment contributes to this mission by ensuring that all programming offered by DACC is accessible to all potential students and stakeholders. The Recruitment program ensures that any person who might benefit from DACC services who would otherwise not have access to the information, is able to access the information and any help they need to utilize DACC’s programs and services.</p>
<p>Advancement of Equity How does the program/service help advance equity?</p>	<p><i>Equity: the quality of being fair and impartial.</i></p> <p>In a community that is faced by many socioeconomic and academic inequities, the Recruitment Services offered by DACC directly work to advance equity for all groups potentially impacted by the College. Additional recruitment efforts are put in place to ensure that underserved populations are a priority with communications, marketing plans, materials developed, social media campaigns, and visits/presentations. It is important for every potential student to see themselves at DACC. These recruitment efforts also support the College’s overall work to reduce equity gaps, especially</p>

	for African American students and Hispanic/Latino students.
<p>Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>The Coordinator of Recruitment serves the College by:</p> <ul style="list-style-type: none"> • Reaching out to traditional and non-traditional students to share DACC’s offerings and programs (mainly focusing on the following four segments: high school students, adult students, Indiana reach students, and Transfer/International students) • Acting as the liaison/main point of contact between DACC and Community College District #507 high schools • Building meaningful and authentic relationships with high schools, counselors, teachers, students, parents, and community members • Planning recruitment fairs/activities/opportunities both on-campus and off-campus • Creating meaningful opportunities for potential students to learn about DACC and engage with existing services • Increasing the total number of students enrolled (full- and part- time, dual credit, college express, adult education, community education, and all other programs)
<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>The current Recruiter (hired August 2021) is responsible for setting measurable goals and monitoring the progress of each goal. At the beginning of the Fall 2021 semester, the following goals were created:</p> <ul style="list-style-type: none"> • Visit each District 507 high school once/semester • Build relationships with each school/counselor <ul style="list-style-type: none"> ○ Develop a recruitment portfolio with 5 workshops and 5 presentations; Share portfolio with high school counselors and teachers • Increase overall enrollment from Danville High School by 5-10%; Increase overall county enrollment by 5% <p>As of the beginning of the Fall 2022 semester, each of these goals has been met. The following tools are used to determine enrollment numbers and any increases:</p> <ul style="list-style-type: none"> • 10-Day Reports from Institutional Effectiveness • High School Graduation Report (detailing amount of seniors from each high school that attend DACC)

<p>Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>The following actions were reported during the last program review:</p> <ol style="list-style-type: none"> 1. Improve relations with Top 10 local employers 2. Establish recruitment goals by demographic 3. Establish an Enrollment Management Plan <p>BARRIERS:</p> <ul style="list-style-type: none"> • COVID-19 Pandemic • Staff turnover (there have been 3 different people in the role since the last program review, partly due to the major changes caused by COVID-19)
<p>Indicator: Need</p>	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>N/A</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>This program defines a space at the College to focus on strategic recruitment and enrollment practices. Overall enrollment numbers are down, so the NEED for a recruitment program is evident – the College needs more students, more potential students need access to knowledge about DACC, and the recruitment program serves those needs.</p> <p>District high schools and local employers also have a great need for our recruitment services. The high schools utilize our recruitment services to supplement their Counseling office and Dual Credit efforts, helping their students reach their full potential and to see the need to continue their education after high school. Employers are in great need of a skilled workforce. Recruitment efforts help their incumbent workforce and potential workers obtain those needed skills by completing a course, certificate, and/or degree at DACC.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Recruitment services are used by potential students, community members, non-traditional students re-entering the school environment, high school counselors and administrators, and other school administrators when appropriate. The highest demand comes from the district high schools as the Coordinator has quickly built meaningful relationships with the Counselors, Administrators, Teachers, and students. DACC is also</p>

	currently targeting alumni, encouraging them to seek advanced degrees, 2+2's, or 3+1 programs.
1.4 How does the student usage compare to assessed need of the program/service?	Recruitment strategies and visits are logged with the intended audience, reach, and the number served. Many of our social media, mailings, and emails are sent with a “call to action” task to help us identify the success of each effort. These actions identify the true reach and allow us to determine if enrollments followed. Many events also included a post-event survey to gather feedback from the participants. After serving as the Coordinator of Recruitment for one year (August 2021-July 2022), events, locations, timing, messages, and incentives will all be updated in FY23 to improve their overall success.
Indicator: Cost	
2.1 What are the current expenditures of the department?	~ \$23,000 Plus staff salary and benefits package (~ \$60,000)
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Through the College’s operating budget and educational fund. The Vice President of Student Services and the Recruiter’s direct supervisor oversee spending decisions, and are required to sign off on each purchase. The Recruiter must provide rationale as to why spending the amount of money needed/activity is essential.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The Recruitment office utilizes best practice data from the National Council for Marketing & Public Relations (NCMPR), Achieving the Dream (AtD), leader colleges and universities, and marketing/recruitment leaders outside higher education. In FY22, the College also completed a Communications Audit through Interact. The audit provided a comprehensive review and assessment of DACC’s onboarding communication materials to look at the messaging and its impact on the student’s enrollment

	<p>experience based on the target audience, stage in the enrollment process, desired call to action, and media. Research examines the consistency, completeness, delivery, and coordination of messaging while engaging and motivating audiences throughout each phase of the enrollment process. While the communications reviewed included documents/messages utilized by the entire College, the feedback has been utilized by the Recruitment office as materials and messages are edited or created.</p>
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>The Recruitment program only has one staff member. This person was hired because of their college degree, former experience in higher education/student services, and their personality. The hiring decision was made with confidence in their existing skills and ability/willingness to learn and grow.</p> <p>To assist with the various recruitment events, the Recruiter also builds a network of resources within the College. In addition to meeting with Academic Deans, Program Chairs, and Lead Faculty, the Recruiter participates in a variety of trainings and committees across campus to ensure up-to-date and timely knowledge. Examples of teams include: Outreach Committee, Branding Committee, Student Services Administrative Team, High School Counselor Articulation, Strategic Enrollment Management, and ICONIC (a recruitment and engagement group for African American males).</p> <p>The Recruiter also attends conferences and trainings when possible. Recent conferences/trainings include: the NCMPR National Conference and AtD Mentoring.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>Human-centered, user-first recruiting. The Recruiter treats each potential student and stakeholder as a <i>person</i>, instead of a number. Their belief is that as a community college, we are responsible for holistically supporting the community – the services offered here can touch on a life at any point between age 7-adulthood, so whether high school-aged students start at DACC when they graduate or not, the thought is that building trusting relationships will lead to increased numbers. Student will feel more supported and excited about utilizing DACC’s services.</p>

<p>3.4 What are the strengths of this program or service?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Relationships built with high school counselors, teachers, parents, and all potential students • Willingness to adapt to student/school needs • Availability and accessibility of the recruiter and recruitment resources • Connections with the community • Creating effective promotional material fit for the audience • Understanding and use of incentives to bring people to events • Human-first thinking; empathy
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<ul style="list-style-type: none"> • Team of one • A lot of schools to visit, little time • Recruiter also does Student Engagement on campus, so has a lot of tasks • Lack of money for recruitment efforts • As recruitment efforts need to be updated and new ideas are suggested by the Recruiter, it can be challenging to implement the needed change and gain support during a time in which the College is experiencing so much change
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>The Interact Communication Audit, formal/informal meetings, and point-of-service surveys were used to gather feedback and establish a baseline in FY22. DACC receives positive word-of-mouth advertising about its recruitment services. The Recruiter also often receives verbal praise from high school administrators, community members, other DACC staff, parents, and students.</p> <p>Best practice standards are also utilized from appropriate associations and leaders in Marketing, Advertising, Education, and Social Service agencies.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>DACC is a part of Achieving the Dream. As a member we are required to dismantle the barriers facing underserved students. Colleges must routinely scrutinize structural barriers to equity and invest in equity-minded policies, practices, and behaviors that lead to success for all students. The Recruiter recently met with DACC's AtD coach to learn best practices and evaluate our existing systems.</p>

<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Operation Graduation is data we use to see how different social identity groups are performing. We look at full-time first-time students and track them in cohorts for a four-year period. We are able to see which groups are graduating and at what rate they are completing.</p> <p>The College also utilizes Key Performance Indicators to gauge enrollment and persistence as a whole and by program, breaking them down by relevant demographic groups (age, ethnicity, first generation, new/returning, etc.)</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>DACC consistently sees lower graduation rates with African American males and females, they are graduating at a 20% lower rate compared to White females and males.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>We have started mentoring groups specifically for African American males and females to help provide them the support and services that they will need to successfully graduate. These opportunities are discussed with these individuals when we are recruiting new potential students.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The Recruitment program uses enrollment and graduate data to determine where gaps are present in specific instructional programs, and then is able to use targeted recruitment efforts to increase enrollment in those programs. This can happen when appropriate/necessary.</p>

Review Results

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Hire a student worker for the 2022-2023 school year.</p> <ul style="list-style-type: none"> • There was a new \$5,200 line item added to the Recruitment budget for this purpose. • This student worker will be responsible for assisting the Recruiter with all recruitment and enrollment efforts, including but not limited to: attending events at high schools, helping coordinate on-campus events, creating promotional materials, etc. <p>Establish an outline for a Strategic Enrollment Management plan by the end of the Spring 2023 semester.</p> <ul style="list-style-type: none"> • Work with the SEM team already established (includes key players from the College who can create and contribute to recruitment/enrollment goals).
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	<p>Continually visit District 507 High Schools and offer DACC Recruitment Services that fit student needs.</p> <ul style="list-style-type: none"> • By the end of Spring 2023, visit each high school at least once/semester; host each high school senior class at DACC; and overall increase high school enrollment by 5-10%. • Two partnerships have already been developed, with Kenneth D. Bailey Academy and Schlarman Academy. Continue to develop the Leadership and Career and College Readiness programs for these two schools, so that by the end of spring 2023, the programs can be rolled out with the recruitment portfolio and be offered to other high schools. <p>Develop a plan to recruit at top local employers, recruiting and assisting incumbent workers.</p> <ul style="list-style-type: none"> • Identify top 5-10 employers to target and develop communications with Human Resources. • Visit identified employers in FY22. <p>Continue to review, update, and create recruitment materials in place or as needed.</p>
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The Recruiter is passionate about sharing DACC and its services with all members of the community, and makes an intentional effort to meet people where they are at. They make sure to host events in locations that are accessible to people who were not able to access DACC events before. They also make an extended effort to establish partnerships with the most diverse high school in our district and the alternative school, both of which have a large number of students of color.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Key Points:</p> <ul style="list-style-type: none"> • Recruitment is a necessary program; the services offered allow all members of the community to have access to DACC and its services. • The Recruiter’s human-centered recruitment tactics allow them to make meaningful connections with students, school counselors, teachers, parents, and community members. These connections lead to a trust in DACC and a desire to use our services. <p>Future Modifications:</p> <ul style="list-style-type: none"> • Because of COVID-19 and staff turnover, the current Recruiter will need to be very aware of collecting data and using that data to their advantage. • Hiring a student worker will give the Recruitment

	<p>program more resources to spread services to even more people.</p> <ul style="list-style-type: none"> • Using the existing Strategic Enrollment Management team and partnering with Academic Affairs to build a recruitment plan will enable the recruitment program to be even more effective and increase overall enrollment.
Resources Needed	Money; personnel for a recruitment and/or student engagement team; data from Institutional Effectiveness/Student Services
Responsibility Who is responsible for completing or implementing the modifications?	Alexis Simmons – Coordinator of Recruitment and Student Engagement

Prior Review Supplemental Information

Include updates on programs reviewed in prior years for which action was taken during the current year and/or changes resulted from planning and quality improvement initiatives. This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.

<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR REVIEWED:</i>	FY 22 (supplement to FY21 report)
<i>REVIEW AREA/PROGRAM:</i>	Counseling & Academic Advisement
<i>ACTION</i>	<input type="checkbox"/> Continued with minor improvement <input type="checkbox"/> Significantly modified <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Placed on inactive status <input checked="" type="checkbox"/> Scheduled for further review <input type="checkbox"/> Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	<p><i>Per ICCB FY21 Feedback Report:</i> <i>Danville Area Community College did not report on counseling services.</i></p> <ul style="list-style-type: none"> • <i>Recommendation: The ICCB requires that the college submit a review of counseling services with their FY2022 program review.</i> <p>DACC's FY22 Response:</p> <p>Counseling Service Highlights (2018 – 2022)</p> <p><u>UPDATES:</u></p> <ul style="list-style-type: none"> • Created an MOU w/Crosspoint Human Services, a local provider of therapeutic services • Crisis counseling • Provide mental health brochures and literature • Mental Health Awareness Month Speaker • Created a Mental Health Website • Mental health training for advisors • Utilized Calendly feature to allow students to schedule appointments • Maxient reports – Online, 24/7 Retention Alert Reporting System • CRM Advise Planning

- Expanded Partnerships w/DACC Faculty

Due to the GEER II funding, Counseling was able to secure a partnership with Crosspoint Human Services for therapy services. Therapy services from Crosspoint began in November 2021 and was available for all students and staff every Wednesday and Thursday. In spring 2022, the initial therapist resigned from Crosspoint and a new therapist was appointed to the College to provide services on the same days and times in order to provide consistency. This transition was communicated to students and staff. However, during the summer session, most students were no longer on campus and no referrals were received. Additionally, no walk-ins for therapy took place. Collectively, between Crosspoint and Danville Area Community College (DACC), it was decided to pause services until the fall semester to reserve financial resources. However, during that time, mental health literature and resources were still available in Advisement and around campus and students could still be referred to Crosspoint off campus. Additionally, the two DACC counselors were available to assist students with any mental health needs, as well as crisis counseling and provide personal counseling services on a minimum basis. Therapeutic services were put on pause July 1 with the intention of resuming services in late August or early September, after the fall semester resumed. Currently, the tentative date to resume services is September 21. During this reporting period, there were 17 referrals and approximately 10 walk-ins.

Furthermore, with the help of the GEER II funding, Counseling was able to purchase mental health materials for students and staff. The Counseling department sent a Mental Health Awareness packet to all full-time staff and Deans, which included: a Stress Survival Kit, Mental Health Matters guide, Stress Management card, 101 Ways to Manage Stress information card, Mental Health Awareness bookmark, Stress Management Pocket Guide, National Suicide Prevention Lifeline card, and Mental Health Awareness sticker, button or pin. Since faculty are frontline, the information needed to reach their hands to be able to help students. Also, baskets containing the same information as the Mental Health Awareness packets were placed in Advisement

and Counseling, as well as the Trio office for students to access.

Another way to get mental health and stress management information into students' hands was through an activity with the INST 101 – Success in College course. Through a scavenger hunt, students had to visit various offices on campus to familiarize themselves with those offices and services which those offices provided. When students visited Advisement & Counseling, they received the Stress Survival Kit, which included stress relief tips and Stress Management Pocket Guide, as well as other related items.

Moreover, with the GEER II funding, Counseling acknowledged Mental Health Awareness Month by scheduling a speaker to talk to students and staff about mental health issues and how to address them. Mental Health Awareness banners were hung and a therapist from Crosspoint Human Services spoke to students and staff. Mental health resources and information was available. The Psychology instructor on campus allowed his class to attend.

During Covid, many students and staff struggled mentally for various reasons. It was imperative that DACC provide mental health resources online, at an individual's fingertip, especially since many were not comfortable meeting in person. As a result, a mental health website was created and the site's link emailed out to all students and staff. The website contained local therapists and resources, as well as general resources and information was provided for anyone looking for help and remains active.

Additionally, with mental health being at the forefront of many issues related to students in education, it was important to train all advisors on how to engage with student populations facing mental health challenges. As a result, advisors attended the following trainings through the National Academic Advising Association (NACADA): *Building a Trauma Informed Advising Practice for Racially and Ethnically Diverse Students* and *Black Students & Mental Health*. The new advisor and staff will attend the Mental Health First Aid training for adults on September 16th. The rest of the

Advisement staff attended the Mental Health First Aid training prior to Covid, but will continue to seek out mental health training opportunities. Fortunately, the Psychology/Sociology instructor at DACC provided some professional development opportunities through his Mental Health Workshop Series this summer. The workshops were held at DACC, but targeted students, staff and the entire community. The topics included: Family, Communication & Mental Health, Work, Life & Mental Health, and Anxiety, Worry, Concern & Depression. Mental health information, provided with the GEER II funding, was also available for everyone who attended the workshops.

Calendly, an online scheduling system, was purchased to meet the needs of students who could not or did not want to come to campus during Covid. Calendly allows students to schedule their appointment with their advisor, whether it be academically, for student resource needs or mental health. Initially, the free version was used. However, the free version limited questions and did not provide beneficial reports, as a result, a paid subscription was purchased. The Calendly link is posted on Advisement & Counseling's webpage, along with the advisor's picture, majors advised and other information. In office appointments are also scheduled through Calendly.

Maxient is DACC's current reporting system to gather and funnel retention alerts for faculty and staff. Anyone is able to create a Maxient student care report. Select advisors receive and respond to reports. Often, the reports are sent due to mental health needs or absences related to mental health issues. Advisors follow up with the student and then with the instructor, sometimes for a resolution. One of the advisors is also a counselor on campus.

Lastly, CRM Advise is also a student retention system for at-risk students that DACC is working on implementing and piloting in spring 2023. CRM Advise engages at-risk students, streamlines communication, and tracks their success. Therefore, students struggling with mental health needs can connect with the appropriate staff and administration through the CRM system to inform their instructor of any needs and get

connected with resources and services. Fortunately, with the CRM Advise system, students will be able to send alerts regarding their own risks and barriers. It is possible that CRM Advise could replace Maxient for retention alerts. The hope is to streamline services and work smarter at student retention.

IDENTIFIED WEAKNESSES:

- Funding – As previously mentioned, due to the GEER II funds, the partnership with Crosspoint Human Services was possible, as well as additional mental health resources and materials. Once the funding for the grant is no longer available, there may be difficulties sustaining that partnership and the resources. Additionally, advertisement space was purchased for Twitter ads. Although it is not expensive to purchase the current space used, funding to continue the advertisement could end. The ads reached many in the community. However, the College will evaluate options for both.
- Identifying Students in need in a timely manner – Currently, we are not always aware of students’ needs unless they self-report or exhibit behaviors resulting in a Maxient report. At that time, there is follow up. However, CRM Advise has the ability to allow students to report risks, issues and barriers to retention to DACC.
- 53 students were served overall, for counseling. It is possible that more students needed services, but did not self-report or had risk factors, which merited a Maxient report. As mentioned, previously, CRM Advise will help to identify students who are at-risk or in need of additional help.

IDENTIFIED STRENGTHS:

- Partnerships w/faculty and community counseling centers – With the funding from the GEER II grant, a partnership for therapeutic

services for faculty and staff was established. Prior to the partnership with Crosspoint Human Services, as students came in to Counseling for services, on an as-needed basis, they were referred to community agencies and resources. Additionally, on campus partnerships were made with the Psychology/Sociology department, with the Mental Health Series.

- Success w/other social media campaigns – Advisement and Counseling utilizes Twitter to help communicate important dates, updates and upcoming events with students and the community. Within this reporting period, Advisement & Counseling’s Twitter ad has been seen by over 3,875 people. The registration ad was posted fall 2021 and ran in the fall and spring 2022. We hope to continue to use social media platforms to communicate with students and the community.
- Director of Advisement & Counseling serves on Threat Assessment Team to provide guidance & insight on mental health. The team meets monthly or as-needed to discuss campus safety, student issues, or potential threats to the campus community.

RATIONALE OF MAJOR FINDINGS:

- Secure continued funding for counseling services. The growth in the need for mental health awareness and counseling is evident in student requests, instructor/staff referrals, district statistics, and per the best practice advice from mental health experts.
- Serve on the development and implementation teams for CRM Advise: Retention and completion numbers, gaps in student success measures for underserved populations, serving more and more under-resourced students, and the fact that retention strategies are put in place too late many times, has highlighted the need for a

timely, college-wide system to help us identify at-risk students, assist them before they know they need it, and engage all students along their journey.

- Feedback and point-of-service surveys from the 13,000+ students served during this reporting period.
- National Research, best practices reviewed.

INTENDED ACTION STEPS:

- Serve on CRM Advise development and implementation teams.
 - o Increase the number of interactions between Advisement & Counseling and students.
 - o Improve the timeliness of retention strategies with automated messages, reminders, and utilizing the students' "at risk" indicator/score.
 - o Expand the advisement process to develop students throughout their educational journey.
- Continued staff trainings based on student needs and College priorities.
- Continue social media campaigns, including topics such as mental health awareness/resources, advisement and counseling services, 2+2 and 3+1 opportunities.
 - o Imbed call-to-action tactics to track results.