

Program Review Cover Page	
College	Danville Area Community College
District Number	507
Contact Person (name, title, contact information)	Dr. Carl Bridges Vice-President, Academic Affairs 2000 East Main Street Danville, IL 61832 217-443-8771 (phone) 217-443-8587 (fax) c.bridges@dacc.edu
Fiscal Year Reviewed:	2023
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Career and Technical Education	2 - 12 Culinary Arts 13 - 23 Construction Occupations (DoC) 24 - 35 Manufacturing Eng Tech/CAD Option 36 - 49 Diagnostic Medical Sonography 50 - 64 Echocardiography Advance Certificate 65 - 79 Radiologic Technology 80 - 96 Management 97 - 117 Advanced Office Assistant Certificate 118 - 138 Office Assistant Certificate 139 - 161 Business Administrative Technology 162 - 167 Associate in Fine Arts Art
Academic Disciplines	168 - 185 Mathematics
Student and Academic Support Services	186 - 197 Career Placement Services
Cross-Disciplinary Instruction	198 - 203 Developmental Mathematics
Prior Review Supplemental Information	
Other Attachments as Necessary	

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		FY 2022-2023		
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
Culinary Arts	CERT	30	12.0503	
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Students must be able to identify a variety of professional kitchen tools and equipment. Students will illustrate proper techniques, being able to compile ingredients to prepare different food types. Students will use positive interpersonal abilities to create a team environment in the workplace. Students must demonstrate knowledge and practice of sanitation rules and procedures. The student will be able to prepare a variety of stocks and sauces. The student will explain the basic methods of cooking.		
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>		Students are required to pass the ServSafe Food Manager Sanitation Certification Exam to complete the certificate program. (Objective 4) Course level assessments indicate students are achieving Objectives (1-3) While assessing Technology it was found the more the students had the opportunity to use the tools the better they did. An effort to purchase more tools and place students into smaller groups to give them more hands on experience was put into place.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Just continue to assess each of the general education outcomes in line with the college to determine improvements at the course level to help improve the program overall.		

<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>Dana Wheeler, Lead Faculty Culinary Arts Terian Reed, Faculty, Culinary Arts Brad Wheeler, Faculty, Culinary Arts Faculty provided information on program objectives, need, assessment, and cost effectiveness of the program</p> <p>Ryan Wyckoff, Interim Dean of Liberal Arts, completed 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>Nick Chatterton, Director, Education for Employment Terry Goodwin, Dean, Adult Education & Middle College Judy Bowie, Director, Middle College These three administrators provided information on high school students enrolled in Culinary classes for dual credit.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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>There are no pre-requisites for this program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>There are only 30 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>From 2020-2030 there is a projected 30% increase in jobs in the field.</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>This is a stronger increase than in the past. Past projections were for 10% increases.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Data is from the state of Illinois Labor market outlook information.</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>Culinary Arts is included in all of the things the College does to recruit students into CTE. Students throughout the district schools visit campus on a regular basis and are exposed to many of the career paths available. The College hosts a recruitment event each year specifically for students who are still in high school and their parents to learn about career paths. The Marketing department at the College uses social media to get the word out about the program. The local WIA shares information with its clients. The absolute best recruitment however is the program itself – catering many, many events – showcasing what it has to offer.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>With the numbers projected to increase in employment opportunities, enrollment increases would be necessary to help fill these needs. There is increased interest in finalizing an AAS in this field of study.</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>We have hired a new part-time instructor and are looking for more to help offer more courses.</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 	<p>At the time of the last review the college had reduced the program to one full-time faculty member and began using part-time faculty to reduce the overall cost of the program. The net cost of the program was cut from -\$78,000 to -\$55,000. Since that time the cost of food/supplies has increased significantly. Tuition and fees have been raised to help with the increased costs. The College has begun negotiating with the area high schools to encourage them to pay a higher rate for their students who are taking the courses for dual credit. The Culinary Arts program generates income that is not reflected in the original cost analysis and is not reflected in its working budget. The Program caters for many events. The items purchased to cater for the events are charged to the program. The money received for catering for the event is credited to the College’s General Education Fund which is not credited to the Culinary Arts program fund.</p>

<p>to year</p> <ul style="list-style-type: none"> Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The College needs to continue to negotiate with the area high schools to require them to pay a higher percentage of the tuition for their students who are taking the courses for dual credit. They often pay as little as 25% for College Express, and about that same amount for Middle College.</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 college pays for the Culinary Arts program out of its operating budget. Some equipment has been purchased using Perkins grant dollars. If needed the college could use money from the Technology Bond.</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 tuition for this program is the same as for all other programs on campus except some of the health related fields, which are considerably more. The only additional cost to students are the fees, which run about 1/3 higher than for other programs. These fees help to defray the cost of the food items, which, frankly, the students often consume.</p> <p>The College works closely with WIOA and the DACC Foundation, which awards over \$1 million annually to DACC students. There are scholarships specifically for Culinary Arts students. Students taking the courses for dual credit may apply for Foundations scholarships. For the last two years every student who applied for a scholarship with the Foundation received one.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Generating more income from the area high schools whose students take the courses for dual credit will increase the cost-effectiveness of this program.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>This review strengthened administration’s resolve to negotiate harder with the area high schools.</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>The culinary program is all taught traditional. Due to the hands-on activities and nature of the field this is the best way to handle these courses.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Each of the program outcomes align with at least one of the colleges general education outcomes. These are communication, technology, social (cultural) awareness, and critical thinking. Each of these has been assessed over the previous four years.</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 Culinary Arts program is a Program of Study as defined by Perkins V and approved by the ICCB. It is a coordinate, non-duplicative sequence of courses that are approved at the secondary and post-secondary level. The program addresses the College’s general education outcomes of communication, critical thinking, social and cultural awareness, and technology. Students are provided numerous opportunities to prepare for employment in this field.</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>Students from the area high schools can complete up to 12 credit hours in this program as part of the College Express program. Those 12 hours are part of the 30-credit hour certificate. High school students who are participating in the Middle College program can complete the 12 credit hours in the program that are included in the College Express program, and can also complete other courses in the certificate program.</p> <p>The Culinary Arts certificate has been articulated with some four-year institutions that have hospitality programs.</p> <p>Students completing the Associate in General Studies can count all of their Culinary Arts credits towards that degree. That degree has been articulated with some four-year institutions.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The Culinary faculty and administrators are working to develop an internship program with local employers to get the students even more hands on experience.</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>Juniors and seniors from around the College district come to campus for what we call College Express, which has been at the College for well over a decade. Students from Danville High School and in the Middle College program at DACC come from 8:30 to 10:00 Monday through Friday. Students from the county schools come from 12:30 to 2:00 Monday through Friday. Four courses are offered over a two-year period. In Culinary the four courses are: CULA 410, CULA 415, CULA 420 and CULA 425. All schools in the county participate in College Express. There are not students from every school every year in Culinary Arts, but over the five-year period under review students from every school have been represented in this program.</p>
<p>3.7 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 in every Culinary Arts class have opportunities to participate in catering events on campus, no matter what class they are in. The students in the College Express sections assist with the preparation and serving of food at advisory committee meetings, various other functions held during the day. All the College Express programs set up displays in the Bremer Center, and one of the most popular “displays” is always the Culinary Arts table, where they serve a variety of tasty treats to the students in other College Express programs as well as family members, faculty and staff. Students in CULA 465 Catering Fundamentals learn all aspects of the catering business, not just food preparation and serving but ordering, accounting, marketing, etc.</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>No accreditation is required.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students must pass the ServSafe Food Manager Sanitation Certification Exam in order to complete the 30-credit hour certificate program.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No, but we are working to identify more internship opportunities.</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>All students in the program must pass the ServSafe Food Manager Sanitation Certification Exam.</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Eastern Illinois University, Western Illinois University and Southern Illinois University Carbondale all accept the Culinary courses as general electives. Other schools that have a culinary or hospitality program have accepted the courses, also. Currently the college has a 2 + 2 Agreement with Eastern Illinois University articulating some of the Culinary courses into the Dietetics degree program</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>No new partnerships have been formed. Most efforts have been directed at MAINTAINING the strong partnerships the program has had with local employers whose needs have changed/evolved since COVID.</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>The Culinary program is one of the most diverse on campus.</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's Teaching Excellence Academy provided training on a wide variety of topics relevant to full-time and part-time faculty. These training courses are research based. Part-time faculty are offered professional development opportunities through the Part-time Faculty Academy, which meets four times each academic year. All full-time faculty have access to funds to pay for membership in professional organizations, to apply towards travel to professional development activities, or to purchase resources to enhance their professional development. The funds are small so oftentimes faculty will pool these resources to better serve the needs of their programs. Full-time faculty also can apply for one of the Endowed Chair Awards, which average three each year. CTE faculty are encouraged to take time outside of their regular work hours to job shadow at places of employment related to their discipline. This helps them stay abreast of new developments, trends, etc., in their field.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Many of the trainings mentioned above are specific to DEI. There are also HR mandated trainings (electronic) that all employees must participate in each academic year.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The Culinary Arts courses are taught in a state-of-the-art commercial kitchen. Every year new features are added. This year more small tools were purchased to give students more hands on opportunities. There was also a commercial mixer added. There have been smaller items replaced as well.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>In the previous year technology was assessed as the general education outcome for the entire campus. Here are some of the findings from the Culinary program. Based on the numbers, approximately 67% were competent using the tools on their own. Students that had more experience were more successful. Many</p>

	<p>students have not done many things on their own. These are the students who need a little more hands-on experience.</p> <p>Identification of the tools is going well. Students need more hands-on experience and practice in order to master actually using the tools. It would be helpful to have smaller groups so that each student would get more opportunities with the tools being used.</p> <p>All the students passed the food handlers certification, through Serv-Safe. This is an online certification program/test. So, they are doing well on the sanitation side of working with the tools</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The assessment champions put together a data brief that is shared campus wide. Presentations are made during the in-service held in August of each year.
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>Here are the latest examples.</p> <p>More small wears equipment (mixers, cutting boards, chef knives). With more equipment, it would be easier to get students more repetition with the tools. More opportunities for multiple students to work at one time. The timeframe of the College Express classes sometimes rushes how much can be accomplished in one class setting.</p> <p>Strategically place students into their working groups. Trying to make sure that less experienced students have at least one student in the group with more experience with the tools. Use the student workers to help oversee the groups. Using more videos from Culinary Institute of America to show specific techniques.</p>
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Anecdotally the College knows that students who complete the Culinary Arts program are satisfied with what they have learned and accomplished. The College does not have hard data to support this, however. Collecting satisfaction information from graduates has always been a challenge. The College started surveying all CTE (and transfer) graduates, instead of 20% of the CTE which was required by ICCB. The response rate is typically 25-30%. Unfortunately, the response rates have not been significant.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Employers review the curriculum at each advisory meeting and are consulted before making any changes. The biggest benefit would be to get more employers involved. Participation dropped as a result of COVID but has started to rise again.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Continuing to develop more internship opportunities would be a benefit to both the program and the employers.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction	The advisory committee is the biggest area where the employers offer suggestions. At this year's meeting the biggest concern was that they just needed more workers. There weren't specific concerns with the program.

information collected?	
3.25 What are the program's strengths?	The program offers students many "hands on" opportunities. They get to experience real-life catering events throughout campus. They also have a state-of-the-art kitchen to work in. They have wonderful tools/technology to learn and use. The program is continuing to work to give students as much "experience" as possible.
3.26 What are the identified or potential weaknesses of the program?	The cost of the program with rising food/supply costs. It would be great to increase enrollment in the program. The good news is that preliminary numbers for fall 2023 show a significant increase in the traditional college courses with numbers of fourteen to sixteen up from the typical six to eight.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	There have not yet been any changes, but the possibility of adding the AAS in Culinary Arts has moved closer.

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

--

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	Culinary Arts				
CIP Code	12.0503				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	4	5	11	15
Number of Completers	7	3	3	3	10
Other (Please identify)					

<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 enrollment data were disaggregated by gender, race, socio-economic status, disability status, and age.</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>The overarching goal of the Culinary Arts Program is to prepare students to enter the workforce. The best way to do this is for students to complete the program. The Number of Students Enrolled under each year is the number of students in the cohort for that year, not necessarily the total number of students enrolled in classes that year. The data suggests students are completing the program at a good percentage, with the highest being 88% of the 2018 cohort, followed by 75% in the 2019 cohort, 60% in the 2020 cohort, 27% in the 2021 cohort, and 67% in 2022 cohort. Some of these numbers are likely affected by the COVID years.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The male to female ratio has shifted to be 36% male to 64% female. The majority 51% were white, 38% were black, 5% were Hispanic and 6% were other or unknown. 51% of students came from lower socioeconomic backgrounds. 14% had some form of support from disability services while 86% did not. 36% of students were under 20, 30% were 20-25, and 34% were over 25. We do not know if students represented by the various classifications completed the courses and the program at the same rates or not because course success data and program completion data were not disaggregated in any way.</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>The college must disaggregate the data in regards to course completion and program completion, not just enrollment in order to determine if there are gaps in these areas.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>A higher percentage of students in the program come from minority backgrounds, particularly black, than the overall student population.</p>

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in the Culinary Arts program are representative of the district population in terms of race in that a higher percentage are white, but the gap is much less in the program. While 79% of the county is white, only 51% of the program participants are white. While only 13% of the county is black, 38% of the program participants are black. In terms of gender, the county is 50% female and 50% male while students in the program are 64% female and 36% male.</p>
<p>Review Results</p>	
<p>Action</p>	<p>X Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The curriculum is sound, the instruction is excellent, the resources are secure, and the need and the opportunities for students are growing. The numbers in the program are up as well. Assessment of the program is ongoing, and improvements are routinely made as a result of assessment.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The AAS in Culinary Arts will be a step forward for the program and students. There is a growing need for more professionals in the industry.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>At the time of this review all program objectives were being met. If this were not the case, the objective(s) would be investigated to identify the cause. If resources are needed in particular areas they will be applied.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>More research into the number of completers in these areas needs to be done.</p>
<p>Resources Needed</p>	<p>If the program continues to grow another full-time faculty position may be needed.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The faculty of the Culinary Arts program all the way up to the Dean and the Provost are responsible.</p>

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2018-2022		
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
Construction Occupations (DOC)	Cert	35	15.1001	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Students will recognize proper use of personal protective equipment. Students will identify tools used in building, masonry, plumbing, and electrical trades. Students will safely use industry tools and equipment. Students will interpret blueprints for designing, calculating an estimate, and creating a cost analysis. Students will execute all phases of residential construction. Students will utilize effective and professional oral and written communication with coworkers, vendors, and clients.		
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>		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		

<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 for this Construction Certificate review includes Tom Carey, DACC Institutional Research; Josh Bennett, Construction Instructor, Bailey Maxey, Director of Educational Programs and Terri Cummings, Dean of Business and Technology. Tom and Bailey provided information and Terri compiled 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>We are currently working with our Student Services team, our Industry partners and our students to update our Construction program. They all have provided valuable feedback that has allowed us to complete this review.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>35 credits are necessary to provide entry level skills for employment in our area.</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"> • Construction Managers - EDR2: 0.3% Illinois: 1.3% <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>

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?)	This is taught in the Department of Corrections, so eligible students sign up on a continuous basis.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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. 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.
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.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	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 checks, etc.)). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Instructor’s salaries, training/professional development, benefits, equipment, and supplies.</p> <p>The CTE program is a high-cost program due to expensive equipment needed to stay up to date with Construction Technology and the need to continuously purchase supplies.</p> <p>General funds, Perkins funds, technology bonds, and grants from local businesses are used.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The program is offset by grant funds through the state.</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>There is not a sustainability plan in place in the absence of grant funding.</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>N/A</p>

2.5 How will the college increase the cost- effectiveness of this program?	We try to the best of our ability to stay current and be fiscally responsible.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No.
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 and labs. The Division Dean, Director of Educational Programs and instructor review student evaluations to understand how the student feels about the delivery method. The faculty members also directly communicate with the students to understand them. They are in tune with our student population and their needs.
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 Josh Bennett, 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, 6policies 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. 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>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 Construction Occupations 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>Graduates of the construction program are in the pathway to meet the needs of the community. The construction program is a lifelong learning profession and DACC graduates are encouraged to pursue college beyond the Associate level.</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>N/A</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>N/A</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>None</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>No</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No</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>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</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>Our DOC Instructors work closely with the DACC faculty to insure consistency in delivery.</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>During the fall and spring semesters in professional development opportunities during our In-Service.</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>Corrections staff are also required to attend an annual corrections-based training that emphasizes how to address diversity in the served population.</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 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>No changes are recommended.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>The students have expressed they are satisfied.</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>N/A</p>

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A
3.25 What are the program's strengths?	The strengths include a qualified and dedicated Instructor who is very knowledgeable.
3.26 What are the identified or potential weaknesses of the program?	NA
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No

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

NA

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	Construction Occupations (DOC)				
CIP Code	15.1001				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	6	8	4	13

Number of Completers	0	1	6	3	6
Other (Please identify)	FY18	FY19	FY20	FY21	FY22
<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>	Disaggregated data was not reviewed.				
<p>How does the data support the program goals? Elaborate.</p>	Due to state budget cuts and COVID, numbers were down.				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	No				
<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>	N/A				
<p>Are the students served in this program representative of the total student population? Please explain.</p>	Students served are those incarcerated at the DOC facility.				

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>See above.</p>
<p>Review Results</p>	
<p>Action</p>	<p>X 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>Under the direction of a new Director of Education and additional training for the instructor, the quality of this program will continue to increase.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Continue to update equipment and materials to provide a quality education for our students.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program objectives are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Students served are those incarcerated at the DOC facility. Potential action steps are limited.</p>
<p>Resources Needed</p>	<p>Funding as needed.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Director of Educational Programs, Dean of Business and Technology and Construction Instructor.</p>

Career & Technical Education				
College Name:		Danville Area Community College		
Academic Years Reviewed:		2018-22		
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
Manufacturing Engineering Technology CAD	Degree	61	15..0613	
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<ul style="list-style-type: none"> • Students will demonstrate communication skills in oral, written, visual and graphic modes with interpersonal, team and group environments. • Students will apply technical specialties, such as engineering materials and mechanics. • Students will apply technical specialties in applied mechanics, computer aided engineering graphics, design, manufacturing processes and materials, tooling, automation and production operations to fulfill manufacturing industry standards. • Students will identify workplace hazards in the working environment, using OSHA standards and regulations. • Students will apply knowledge of machine operations and principles to troubleshoot the following manufacturing systems: electrical, pneumatic, hydraulic and mechanical. 		
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>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. Also describe their role or engagement in this process.</p>	<p>The Review Team for this Manufacturing Engineering Technology CAD Option review includes Tom Carey, DACC Institutional Research, Doug Hunter, Instructor Manufacturing, Todd Flessner, Instructor Manufacturing, Terri Cummings, Dean of Business and Technology. Tom, Doug and Todd provided information and Terri compiled 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>We are currently working with our Student Services team, our Industry partners and our students to update our Manufacturing Program. They all have provided valuable feedback that has allowed us to complete this review.</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>Pre-requisites or placement scores were not analyzed as part of this review.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>61 credits are necessary to provide entry level skills for employment in our area. Also, depending on the electives determines credit hours.</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: <input type="checkbox"/> Manufacturing - EDR2: -0.2% Illinois: 0.0% * 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 states above spans from 2018-2028.
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 Manufacturing students comes from College Express/Project Lead the Way 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. There are opportunities with the video/audio department to record 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?	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. 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 Provost, all division deans, and various student services staff, and faculty representation from each division. Once approved by the Curriculum Committee, it proceeds to the Provost before submission to ICCB/HLC.
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.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic-affairs/program-review/)	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 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 Manufacturing Engineering Technology programs include full-time faculty salary and benefits packages. There are only two full-time instructors who are responsible for the entire Manufacturing 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>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>We try to off set the majority of costs through grant funds.</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. 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 mainly two full time faculty members who teach the courses in the degree. The College remains optimistic that enrollment will increase. There is a need, We just have to find a way to convince students to enroll.</p> <p>Enrollment for the beginning of FY22-23 has shown more promising 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, lab, hybrid courses, and internships. Assessment data will be collected/analyzed on the various modalities, guiding any future changes.</p> <p>Success rates are by comparison similar.</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. All faculty are 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 or labs. Faculty are also evaluated by their students each semester in the courses they teach. 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</p>	<p>With the change to Perkins V, all funded programs must go through a new program of study approval process.</p> <p>The Manufacturing Engineering Technology program met Perkins</p>

<p>ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>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. 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>Nothing new at this time.</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. 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 Manufacturing curriculum during Manufacturing Day events have an opportunity to attend a tour of local industry. In the second semester of the program, students participate in an employment seminar course to help prepare them to enter the workplace.</p> <p>These opportunities improve the quality of the program as the students have a chance to learn about our local industry partners and see what they might do when they join the workforce.</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 we are a NIMS certified program. The credentials earned secure students a competitive edge when applying for jobs because they have demonstrated that their skills meet the industry established standards.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>We have several industry recognized credentials as well. They include OSHA 10 & 30 General, HAAS CNC.</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>NA</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?</p> <p>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 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. 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>No changes are recommended.</p>
<p>3.21 How satisfied are students with their preparation for employment? 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. 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. 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 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.
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.

Our student enrollment is something that our faculty and administration in the area constantly work to increase enrollments. A stronger marketing presence would help.

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	Manufacturing Engineering Technology CAD				
CIP Code	15.1513				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	9	7	8	10	8
Number of Completers	1	1	1	2	5
Other (Please identify)					
<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 enrollment data was disaggregated by gender, race, socioeconomic status, age, and disability status. The individuals in this program were overwhelmingly white, male, with no disability. The age ranges of under 20 and over 25 were the highest enrollments.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The overarching goal of the Manufacturing Engineering Technology degree is to prepare students to enter the workforce. The data suggests our retention rate averages 96%. However, our completion rates are significantly lower. That is largely in part due to the ability for students to secure employment without a degree and a portion of our students being employed full-time.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The individuals in this program were overwhelmingly white, male, under the age of 20 and over 25, with no disability.</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>The College works very closely with Recruiting and TRIO (Student Support Services) to provide wrap-around backing/assistance so students can be successful.</p>				

Are the students served in this program representative of the total student population? Please explain.	Yes, they are. However, it is difficult to attract minority and underserved populations and women. This is something we need to constantly be aware of and work on.
Are the students served in this program representative of the district population? Please explain.	Yes, they are, the students served in this program are representative of the district population. We have students from the majority of the high schools that we serve.
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.	Upon completion we plan to get back to exploring more eight week course options along with help with recruitment/marketing to increase enrollments.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>The Division Dean and the manufacturing faculty members have agreed upon the following action steps/timeline.</p> <p>1) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and 8 relationships with local high schools and industry partners. (Every semester)</p> <p>2) Keeping current in technology. (As funds are available)</p>
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. Our industry partners hire our graduates.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps including racial equity we are educating ourselves to transition to making things operational. Understanding the need to set goals, and working towards a strategy and following best practices.
Resources Needed	<p>1.) Recruiting and Retention—Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community /interactions for the students to aid us with retention.</p> <p>2.) Work with our College Express program, local high schools and our industry partners.</p>

	3.) Staying Current. As a small community college, funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	Manufacturing Faculty, Dean of Business and Technology and Provost.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2018-2022

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
Diagnostic Medical Sonography	CE RT	42	51.0910	N/A

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

<p>Program Objectives What are the overarching objectives/goals of the program?</p>	<p>To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for diagnostic medical sonography.</p> <p>To provide both educational and employment opportunities to the individuals of this community, so that they may:</p> <p>Communicate Effectively:</p> <ul style="list-style-type: none"> • Students will demonstrate oral and written communication skills to enhance patient care as a sonographer. <p>Engage In Critical Thinking And Demonstrate Problem Solving Skills:</p> <ul style="list-style-type: none"> • Students will demonstrate the ability to appropriately identify and adjust image parameters. • Students will be able to properly critique and evaluate images to determine diagnostic acceptability. <p>Demonstrate Professionalism And Personal Growth:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience. • Students will be able to demonstrate a commitment to ongoing professional learning and continued development of professional skills. <p>Perform Competently In Clinical Practice:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate appropriate scanning skills, the ability to analyze images for quality and pathology, and show progression throughout clinical.
--	--

	<ul style="list-style-type: none"> • Students will demonstrate clinical competence by applying patient care and appropriate practices for all procedures. • Students will use diagnostic technology competently in the classroom and clinical practice. <p>To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified diagnostic medical sonographers. (Program Effectiveness Data)</p>																								
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>The Diagnostic Medical Sonography (DMS) Program completes an annual assessment to ensure the program's effectiveness and goals.</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Measurement Tool / Goal</u></th> <th style="text-align: right;"><u>Avg. Score 2018-2022</u></th> </tr> </thead> <tbody> <tr> <td colspan="2">Communication skills are assessed for both oral and written skills.</td> </tr> <tr> <td>- Special Topics Written Presentation Case Study $\geq 90\%$</td> <td style="text-align: right;">96%</td> </tr> <tr> <td>- Special Topics Oral Presentation Case Study $\geq 90\%$</td> <td style="text-align: right;">96%</td> </tr> <tr> <td colspan="2">Engage in critical thinking and demonstrate problem-solving skills.</td> </tr> <tr> <td colspan="2">- Demonstrating the ability to appropriately identify and adjust procedures, and critique images to determine diagnostic acceptability. Students will receive a 3.0 in SONO 107 and progress to 4.0 out of 5 in SONO 108.Avg. score for 107 is 4.0, Avg. score for 108 is 4.2</td> </tr> <tr> <td colspan="2">- Students will correctly deduce the answer to complex questions. 75% will correctly identify the degree of aortic stenosis. 80%</td> </tr> <tr> <td colspan="2">Students will demonstrate professionalism and professional growth (social awareness).</td> </tr> <tr> <td colspan="2">- Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience. Clinical Education Avg score of 3.0 in their Professionalism Evaluation for SONO 107 and progressed to a 4.0 in SONO 108. The last three years the students scored above a4.2 for SONO 107 and progressed to 4.5 and higher</td> </tr> <tr> <td colspan="2">- Students will complete a professional development plan to demonstrate a commitment to ongoing professional learning and continued development of professional skills. Combined Avg. scores of $\geq 90\%$ on Professional Development Plan 100%</td> </tr> <tr> <td colspan="2">Students will perform competently in clinical practice (technology).</td> </tr> <tr> <td colspan="2">- Students will use diagnostic technology competently in the classroom and clinical practice. Average score $\geq 85\%$ on Fall practical exams 96%</td> </tr> </tbody> </table>	<u>Measurement Tool / Goal</u>	<u>Avg. Score 2018-2022</u>	Communication skills are assessed for both oral and written skills.		- Special Topics Written Presentation Case Study $\geq 90\%$	96%	- Special Topics Oral Presentation Case Study $\geq 90\%$	96%	Engage in critical thinking and demonstrate problem-solving skills.		- Demonstrating the ability to appropriately identify and adjust procedures, and critique images to determine diagnostic acceptability. Students will receive a 3.0 in SONO 107 and progress to 4.0 out of 5 in SONO 108.Avg. score for 107 is 4.0, Avg. score for 108 is 4.2		- Students will correctly deduce the answer to complex questions. 75% will correctly identify the degree of aortic stenosis. 80%		Students will demonstrate professionalism and professional growth (social awareness).		- Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience. Clinical Education Avg score of 3.0 in their Professionalism Evaluation for SONO 107 and progressed to a 4.0 in SONO 108. The last three years the students scored above a4.2 for SONO 107 and progressed to 4.5 and higher		- Students will complete a professional development plan to demonstrate a commitment to ongoing professional learning and continued development of professional skills. Combined Avg. scores of $\geq 90\%$ on Professional Development Plan 100%		Students will perform competently in clinical practice (technology).		- Students will use diagnostic technology competently in the classroom and clinical practice. Average score $\geq 85\%$ on Fall practical exams 96%	
<u>Measurement Tool / Goal</u>	<u>Avg. Score 2018-2022</u>																								
Communication skills are assessed for both oral and written skills.																									
- Special Topics Written Presentation Case Study $\geq 90\%$	96%																								
- Special Topics Oral Presentation Case Study $\geq 90\%$	96%																								
Engage in critical thinking and demonstrate problem-solving skills.																									
- Demonstrating the ability to appropriately identify and adjust procedures, and critique images to determine diagnostic acceptability. Students will receive a 3.0 in SONO 107 and progress to 4.0 out of 5 in SONO 108.Avg. score for 107 is 4.0, Avg. score for 108 is 4.2																									
- Students will correctly deduce the answer to complex questions. 75% will correctly identify the degree of aortic stenosis. 80%																									
Students will demonstrate professionalism and professional growth (social awareness).																									
- Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience. Clinical Education Avg score of 3.0 in their Professionalism Evaluation for SONO 107 and progressed to a 4.0 in SONO 108. The last three years the students scored above a4.2 for SONO 107 and progressed to 4.5 and higher																									
- Students will complete a professional development plan to demonstrate a commitment to ongoing professional learning and continued development of professional skills. Combined Avg. scores of $\geq 90\%$ on Professional Development Plan 100%																									
Students will perform competently in clinical practice (technology).																									
- Students will use diagnostic technology competently in the classroom and clinical practice. Average score $\geq 85\%$ on Fall practical exams 96%																									

	<p>- Students will be able to demonstrate appropriate scanning skills and the ability to analyze images for quality and pathology. Students will progress from avg. score of 2.0 in SONO 107 and progress to 4.0 in SONO 108 in clinical on their communication tool evaluation. SONO 107 is 3.0 and SONO 108 3.7</p> <p>- Students will demonstrate clinical competence by applying patient care and appropriate practices for all procedures. Students will receive a 4.0 out of 5.0 on question 15 of the professionalism eval. For SONO 107 and SONO 108. Evaluated for 2 years.SONO 107 is 4.5 and SONO 108 is 4.65</p> <p>Program Effectiveness is measured by: Results</p> <p>- 75% of students will complete the program.....77%</p> <p>- Graduates will report that the DACC curriculum adequately prepared them for an entry-level sonography position and for credentialing exam.....100%</p> <p>- Employers will report satisfaction with the program graduates' level of preparedness for an entry-level sonographer. Avg. score of 2.7. For the past four years, all survey results stated employers were satisfied 3.0</p> <p>- 80% of those seeking a position will indicate employment within twelve months of graduation. 23/25..... 95%</p> <p>- 75% of those taking their national exam within one year of graduating will pass (SPI) 90%</p> <p>- 90% of students will report they feel adequately prepared for an entry-level DMS position.....100%</p> <p>- Students at the completion of the program will report satisfaction with the program. Avg. score of 2.7 on a 3.0 scale..... 2.5</p> <p>- Avg. score of 2.7 from clinical instructors reporting satisfaction with the program.....2.7</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<ul style="list-style-type: none"> • The program completes an annual program assessment/review to ensure we are meeting the program goals. • The program and college continue to work on increasing recruiting. Since the last review, there have been several changes in marketing, recruiting, and leadership positions here at DACC. We have increased minority representatives and are adding a new position, director of marketing. With these changes, there is a plan of action to increase all marketing efforts. • The college has hired a program director of sonography to lead Echo and Sonography to a two-year A.A.S. degree with accreditation. Advisory Board meetings occur to ensure we are meeting the needs of our community and clinical sites. • The faculty created a Communication Rubric to help identify any clinical concerns early.

	<ul style="list-style-type: none"> • Within the last five years we had three different Sonography instructors which led to a few students being frustrated. I believe with the appointment of the last instructor and moving toward accreditation the program is solid.
<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>Advisory Board & DACC Officials Kathy Sturgeon – Dean 2018-2022 Tammy Howard – Senior Director of Medical Imaging Jamie Moreland – Lead Instructor Echocardiography Rachael Arnholt – Director of Sonography 2023 Angel Fellers – Administrative Assistant DACC Amie Musk – Academic Advisor DACC Sue Koss – Nursing Director Isela Rangel – Academic Advisor Pattie McCord – Carle East Region Director Kim Bensyl – Carle Clinical Instructor Tina Held – Mattoon Clinical Instructor</p> <p>Students: Hayley Learnard – Sonography Tiana Senter – Sonography Carley Taylor – Echocardiography</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>Advisory Board – the program advisory board meeting has been held every other year. Members include college, industry, and community members; topics of review include assessment plan and results, employment trends/needs, college/clinical site affiliations, program objectives, and future goals. Moving forward with changing to an accredited program the advisory board meetings will be held annually.</p>
<p align="center">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>No, this program does not require pre-requisites. There are specific admission criteria to meet the requirements for the students to apply to take their national exam through the ARDMS organization.</p> <p>Admission criteria include:</p> <ul style="list-style-type: none"> • Degree or certificate and licensed/registered in Radiologic Sciences • Nursing degree (RN) and license • Other health progressions degrees • Any Bachelor’s degree or higher • Observation session, if not a Rad Tech graduate • Transcripts • Residency

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Advanced Diagnostic Medical Sonography Certificate Program is at 42 credit hours. The credit hours are based on the requirements needed for students to be able to apply to take their national exam. Clinical hour requirements are an essential part of the curriculum.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	<p>The current labor market for the DMS program is still growing. Over the last 8 years, 2015-2022, the program is an 89% job placement rate. Our 2023 graduates all have jobs prior to program completion.</p> <p>US News ranks Diagnostic Medical Sonographer as the #6 in best health care support jobs. The unemployment rate is listed at 02.6% with 12,100 available jobs.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>According to the Bureau of Labor Statistics “employment of diagnostic medical sonographers is projected to grow 15 percent from 2021 to 2031, faster than the average for all occupations.”</p> <p>“About 10,100 openings for diagnostic medical sonographers and cardiovascular technologists and technicians 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.”</p>
1.3 What labor market information sources are utilized?	<p>https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm#tab-6 https://money.usnews.com/careers/best-jobs/diagnostic-medical-sonographer</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>The college, faculty, and program directors use a variety of strategies to improve the number of students that the DMS program has. Unfortunately, we have not been able to meet the labor market need. The college is taking measures to change the DMS program from a certificate program to an accredited A.A.S degree program. We are hoping this will increase our enrollment as we will be able to recruit from area high schools.</p> <ul style="list-style-type: none"> • Program director and faculty discuss advancement options with current 2nd year Rad Tech Students. • Faculty participates in a recruitment event sponsored by the college for area high school students. Health Professions Day • Program directors attend area high school career events. • Marketing materials purchased. • Social media Ads and Posts
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The Sonography Advisory Board has met every other year. During the meeting, we discussed our program goals, assessment plans, program needs, and market needs. Members include representatives from clinical affiliates, DACC leadership, program officials, and current sonography students.</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 college leadership and program faculty are currently making changes to the program to transition from a certificate program to an A.A.S. degree program. The program has had low enrollments in the past few years. Once the change has been approved through ICCB and we begin a new cohort the college will seek accreditation.</p>
<p>Indicator 2: Cost Effectiveness</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"> • 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.)? 	<p>The college assesses the cost-effectiveness of the DMS program by reviewing the budget annually.</p> <p>The costs associated with the program include:</p> <ul style="list-style-type: none"> • Faculty salary and benefits. • Equipment maintenance • Equipment needs • Travel / Mileage • Professional development • Books & Supplies • Marketing <p>The costs of the program are comparable with the other programs. The students pay double the tuition due to the technology associated with it and the low enrollment numbers needed to meet accreditation. According to an internal cost analysis, the program has had a positive profit margin the last two years.</p> <p>The program has an annual dedicated budget. The college pays for the DMS program through:</p> <ul style="list-style-type: none"> • General Funds / Tuition & Course Fees • Perkins Grant • Path Grant
<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 college is in the process of hiring a director of marketing. By increasing our marketing strategies we are hopeful that this will cause an increase in the number of applicants for the DMS program. Increasing the number of applicants will allow the cohorts to be at the maximum number allowed.</p> <p>The college has hired a dedicated sonography program director. The Sonography Director is working toward changing the curriculum to an accredited A.A.S. degree program. Changing to an A.A.S. program will allow us to use prerequisite courses for admission and recruit from high schools.</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>	<p>The estimated total program costs for in-district is approximately \$15,494.00 which includes the following:</p> <table border="0" data-bbox="574 562 1308 716"> <tr> <td>SONO courses (\$332.00)</td> <td>42 cr. = \$13,944.00*</td> <td></td> </tr> <tr> <td>Books and supplies</td> <td>\$1,000 (approx.)</td> <td></td> </tr> <tr> <td>Clinical Fee/Trajecsys</td> <td>\$100.00</td> <td></td> </tr> <tr> <td>Physical exam, drug screen, background check</td> <td></td> <td>\$300 (approx.)</td> </tr> <tr> <td>Uniform items</td> <td>\$150 (approx.)</td> <td></td> </tr> </table> <p>The college has several ways they can assist students in overcoming financial barriers:</p> <ul style="list-style-type: none"> • Our foundation department offers scholarships to students that apply for them. For the last two years, each student that applied received a scholarship. • The college also offers financial aid advice by allowing walk-in appointments. • The college gave out success stipends to our graduating health profession students and assisted them in paying for review seminars and their national ARDMS exams. • The college also offers emergency funding for those students in need. For example, students could receive a gas card to offset the cost of gas since they travel so far to some clinical sites. 	SONO courses (\$332.00)	42 cr. = \$13,944.00*		Books and supplies	\$1,000 (approx.)		Clinical Fee/Trajecsys	\$100.00		Physical exam, drug screen, background check		\$300 (approx.)	Uniform items	\$150 (approx.)	
SONO courses (\$332.00)	42 cr. = \$13,944.00*															
Books and supplies	\$1,000 (approx.)															
Clinical Fee/Trajecsys	\$100.00															
Physical exam, drug screen, background check		\$300 (approx.)														
Uniform items	\$150 (approx.)															
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The review of the program cost did result in the hiring of a new Sonography program director to lead the program into accreditation as an A.A.S degree program.</p>															
<p>Indicator 3: Quality</p>	<p>Response</p>															

<p>3.1 What are the program's strengths?</p>	<ul style="list-style-type: none"> • Dedicated faculty who are registered in their field. • Wonderful, small campus that offers hands-on experience with new equipment that is similar to the technology they will use in clinical. • Variety of clinical sites throughout mid-Illinois with an option of changing sites to ensure a well-rounded experience with exposure to all sonography exams. • Small class sizes. • Early hands-on scanning labs to increase success at clinicals. • Extended spring and summer semesters due to the number of clinical hours needed. • Students are able to sit for their ARDMS SPI (Physics) exam prior to graduation. This is step one for the students to complete before they are considered registered in Sonography.
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • The DMS program is in need of more Sonography machines to accommodate an increase in student enrollment. • The DMS program is in need of a dedicated scan lab. Currently, the scan lab and classroom are combined. Once we acquire more machines we will need a large space to accommodate them.
<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>	<p>The DMS classes are primarily delivered in the traditional format. There are a few classes that are offered as online/hybrid. It's difficult to compare the success because it's only a few classes that are offered in these other formats.</p> <ul style="list-style-type: none"> • Traditional • On-line/hybrid
<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>The Sonography program is part of our Medical Imaging program. The Medical Imaging Program of Study was submitted in June of 2023 and we are awaiting approval.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<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>	<ul style="list-style-type: none"> • The DMS graduates can choose from a variety of work settings across an array of healthcare environments. Career options include hospitals, clinics, travel agencies, and physicians' offices. • Our graduates have the potential to further their education and additional training in other imaging modalities such as Echo and Vascular Sonography. • Career opportunities also exist in administration, education, sales, and marketing as well as application training for technologists with more advanced degrees.
<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>	<p>The DMS program has implemented a clinical reporting system from paper to electronic through Trajecsys. The college has used funding to purchase a new dual-platform Phillips Epiq 7 system for both the Echo & Sonography program as well as scanning tables.</p> <p>A 2nd trimester obstetric phantom was acquired to improve the student's obstetric scanning experience prior to entering clinical education. Previously, students had to rely on community volunteers to gain obstetric scanning experience prior to their clinical education.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Dual credit opportunities are not currently available for DMS students.</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>Work-based learning opportunities are integrated into the curriculum via clinical education. The students are able to work alongside qualified technologists to apply real-world hands-on applications. This type of opportunity improves the quality of the program by reinforcing what they have learned in class and lab and makes for a more well-rounded entry-level student. Clinical education is also vital for the clinical sites. It improves the quality of care with the technologists that they work with and keeps education at the forefront. The majority of the time clinical sites will hire our graduates.</p>
<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>	<p>No, industry accreditation is not required for this program. Danville Area Community College is voluntarily seeking accreditation for the Sonography program within the next two years.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, there are industry-recognized credentials with this program. Once the student has successfully completed their Sonography Physics class in the Fall semester they are able to apply and take their national SPI exam through ARDMS. This is the first step needed to be credentialed in Sonography.</p>

3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	<p>Our DMS students are eligible to take their national exams through the ARDMS (American Registry for Diagnostic Medical Sonography). To be registered through ARDMS students must pass two tests. First the SPI (Sonography Principles and Instrumentation) test and then a specialized exam either in Abdomen, OB/GYN, Breast, or Vascular to be registered.</p> <p>The national credential exam results:</p> <p>SPI ARDMS Within 1 year of graduation</p> <p>2022 5/5 2021 3/4 2020 2/2 2019 6/7 2018 4/4</p> <hr/> <p>Total: 20/24 = 83%</p> <p>ARDMS Specialty</p> <p>2022 3/3 Abdomen, 1 Breast, 1 OB/GYN 2021 2/2 Abdomen 2020 2/2 Abdomen, 2/2 OB/GYN 2019 5/5 Abdomen, 4.4 OB/GYN, 1 Breast, 1 Vascular 2018 2/2 Abdomen, 2/2 OB/GYN</p>
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	We have articulation agreements with all of our clinical sites for our students to be able to attend clinical.
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?	We have increased our partnerships with several new clinical sites. We've added affiliation agreements with Sarah Bush Decatur, Christie Clinic Urbana, Carle Mattoon, Springfield Memorial, and Gibson City.

<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>	<ul style="list-style-type: none"> • The college holds in-service training for full and part-time faculty twice a year. The college also offers training days for assessment and a Teaching and Learning Team. The Teaching and Learning focus area is comprised of administrators and faculty on campus who are committed to finding ways to engage students within the classroom environment. The focus of this group is to provide evidence-based professional development. The Teaching and Learning Team designs two Teaching Excellence Academies per year to expose different academic areas on campus to a variety of best practices. These academies offer faculty a venue to learn evidence-based best practices and share their successful learning strategies and new learning techniques. • The DMS Instructor has been able to attend professional development through Philips with the purchase of our new machine. • The DMS Instructor has approximately 60 hours of continuing education for Sonography 2018-2023.
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The DMS Program has several types of equipment and technology that are used in the classroom. We have three newer Phillips machines that are state-of-the-art and can be used for both DMS and Echo programs that prepare our students for clinical education.</p> <p>Equipment: 3 Philips Epiq Systems (2023, 2021, 2018) Symposium – Smart Board Fetal Phantom</p> <p>The instructor also utilizes technology in the classroom by using the following: Kahoots –Learning Games Jeopardy SONO SIM – Laptop and software that simulates scanning</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment methods are used to evaluate classes, the DMS program, and the general education outcomes of the college. We also provide program assessment information such as completion, pass, and job placement rates as well as national exam pass rates which are posted on the DMS webpage. The assessment plan encompasses results for program goals which were stated at the beginning of the report.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>The assessment report is a collaborative effort between the program directors and the faculty. The results are shared with administration, Advisory Board and are uploaded within the college's SharePoint system.</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>	<p>Over the last five years, we have implemented new assessment measurement tools which include:</p> <ul style="list-style-type: none"> • Communication Tool Document for Clinical Instructors to early assess our students to identify any potential concerns early in case we needed to implement remediation. • Faculty enhanced/re-wrote the oral and written rubrics for the Case Study to improve both the scores and the student's understanding of the expectations for the assignment.

3.20 How satisfied are students with their preparation for employment?	<p>According to our graduate surveys, one-year post-graduation, all that replied stated that the DACC curriculum adequately prepared them for an entry-level Sonography position and adequately prepared them for their credentialing exam.</p> <p>2022 100% 2021 100% 2020 100% 2019 100%</p> <p>We also survey our exiting graduates at the completion of the program regarding how adequately prepared they feel the DACC curriculum prepared them for an entry-level sonography position. The results have been 100% stating that they all feel prepared.</p>
3.21 How is student satisfaction information collected?	Student satisfaction information is collected through exit surveys (done at program completion) and graduate surveys (1-year post-graduation).
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<p>Employers are engaged in the DMS program being an integral part of the student's clinical education. Employers also participate in all of the following:</p> <p>Employer Survey Advisory Board Meetings Work-based opportunities (clinical education).</p>
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory board contributes to the quality of the program by providing support, advice, and working together to meet the needs of the community through partnerships in clinical education. Engagement of the advisory board could be improved if I had more attendance from all of the clinical affiliates. The DMS program will be changing the Advisory Board meetings to occur annually.
3.24 How satisfied are employers in the preparation of the program's graduates?	<p>2019 – 2022, the employers that were surveyed stated they were satisfied with the program.</p> <p>2018 – no responses</p>
3.25 How is employer satisfaction information collected?	One year post-graduation, graduates are asked permission during the graduate survey if we can contact their employer. If permission is granted, an employer survey will be sent through survey monkey to their supervisor.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	

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

The biggest barriers to the DMS program have been with retention of students and not full enrollment. With the admission criteria (ADRMS standards) we have not been able to keep a lot of our applicants that already have bachelor's degrees due to program costs. The Bachelor's degree applicants are not qualified for financial aid.

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	Diagnostic Medical Sonography				
CIP Code	51.0910				
	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)	Year 4 (2021)	Year 5 (2022)
Number of Students Enrolled	14	5	5	8	6
Number of Completers	13	4	3	7	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program goals are aligned with the college's in order to prepare competency entry-level Sonographers in the cognitive, psychomotor, and affective learning domains that will provide our community's healthcare facilities with qualified radiographers. Over the past five years, we have had a lower number of graduates. The majority of students that dropped the program were due to personal reasons or lack of financial aid				
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 and minorities are not represented well in the program but they are also underrepresented in all health professions. Approximately 80% or more of the health professions students are white females.				
What is the college doing to overcome any identifiable gaps?	Increased recruiting efforts to include more minorities in marketing. Health professions day focuses on different health professions with minority involvement.				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for health profession 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 health profession 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 checked="" type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The college maintains its commitment to this program and its students in spite of it not being sustainable for the last few years. Within the past two years, we have acquired a new VP, Dean, and a new Director of Sonography. All are very dedicated to DACC and the health professions. The only minor improvement would be to increase the number of applicants and increase the retention of those that started the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Meet with the new dean and director of marketing to find creative advertising to increase our number of applications for the program. Hold annual advisory board meetings. Send out Advisory Board Invitations sooner to ensure I have participants from all clinical sites.
Resources Needed	Support and resources to increase marketing.
Responsibility Who is responsible for completing or implementing the modifications?	The program directors and faculty will be responsible for completing and/or implementing any modifications with support from the dean.

Career & Technical Education

College Name: Danville Area Community College

Academic Years Reviewed: 2018-2022

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
Echocardiography	CERT	46	51.0910	N/A

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

Program Objectives

What are the overarching objectives/goals of the program?

To prepare competent entry-level cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult echocardiography.

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

Communicate Effectively:

- Students will demonstrate oral and written communication skills to enhance patient care as an echocardiographer.

Engage In Critical Thinking And Demonstrate Problem-Solving Skills:

- Students will demonstrate the ability to appropriately identify and adjust image parameters.
- Students will be able to properly critique and evaluate images to determine diagnostic acceptability.

Demonstrate Professionalism And Professional Growth:

- Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience.
- Students will be able to demonstrate a commitment to ongoing professional learning and continued development of professional skills.

Perform Competently In Clinical Practice:

- Students will use diagnostic technology competently in the classroom and clinical practice.
- Students will be able to demonstrate appropriate scanning skills, and the ability to analyze images for quality and pathology.

	<ul style="list-style-type: none"> Students will demonstrate clinical competence by applying patient care and appropriate practices for all procedures.
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>The Echocardiography Program completes an annual assessment to ensure the program's effectiveness and goals.</p> <p><u>Measurement Tool / Goal</u> <u>Avg. Score 2018-2022</u></p> <p>Communication skills are assessed for both oral and written skills.</p> <ul style="list-style-type: none"> - Special Topics Written Presentation Case Study $\geq 90\%$ 87% - Special Topics Oral Presentation $\geq 90\%$ 92% - Students will demonstrate oral communication skills with patients and clinical staff. Avg. score of 4.0/5 on their professionalism evaluations for questions 12 & 134.6 <p>Engage in critical thinking and demonstrate problem-solving skills.</p> <ul style="list-style-type: none"> - Demonstrating the ability to appropriately identify and adjust procedures, and critique images to determine diagnostic acceptability. Avg. Score 4.0Results for the past three years have been above 4.1 - Students will correctly deduce the answer to complex questions. 75% of students will correctly identify the degree of aortic stenosis. Results 75% <p>Students will demonstrate professionalism and professional growth (social awareness).</p> <ul style="list-style-type: none"> - Students will be able to demonstrate growth in professionalism and cultural awareness when interacting with colleagues and patients during their clinical experience. Clinical Education Avg. score of 3.0 in their Professionalism Evaluation in Echo 103 and progress to a 4.0 in Echo 104. Avg. Score for 103.....4.3 Avg. Score for 1044.5 - Students will complete a professional development plan to demonstrate a commitment to ongoing professional learning and continued development of professional skills. Combined Avg. scores of $\geq 90\%$ on Professional Development Plan 97.7% <p>Students will perform competently in clinical practice (technology).</p> <ul style="list-style-type: none"> - Students will use diagnostic technology competently in the classroom and clinical practice. Average score $\geq 85\%$ on Fall practical exams 91% - Students will be able to demonstrate appropriate scanning skills and the ability to analyze images for quality and pathology. Students will progress from avg. score of 2.0 in Echo 103 and progress to 3.0 Echo 104 in their clinical classes.

	<p>Echo 103.....3.06 Echo 104.....3.6</p> <p>Students will demonstrate clinical competence by applying patient care and appropriate practices for all procedures. Students will receive a 4.0 out of 5.0 on question 15 of the professionalism eval. Evaluated for 2 years.94%</p> <p>Program Effectiveness is measured by: Results</p> <ul style="list-style-type: none"> - 75% of students will complete the program.....79% - Graduates will report that the DACC curriculum adequately prepared them for an entry-level echocardiographer and for credentialing exam.....100% - Employers will report satisfaction with the program graduates’ level of preparedness for an entry-level echocardiographer. Avg. score of 2.7. 2022 graduates did not give us permission to contact employers. In 2021 and 2020 the few responses we received gave us a score of 3.0 - 80% of those seeking position will indicate employment within twelve months of graduation 95.7% - 75% of those taking their national exam within one year of graduating will pass..... 89.5% - 90% of students will report they feel adequately prepared for an entry-level echocardiographer position.....100% - Avg. score of 2.7 from clinical instructors reporting satisfaction with the program.....3.0
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<ul style="list-style-type: none"> • The program completes an annual program assessment/review to ensure we are meeting the program goals. • The program and college continue to work on increasing recruiting. Since the last review, there have been several changes in marketing, recruiting, and leadership positions here at DACC. We have increased minority representatives and are adding a new position, director of marketing. With these changes, there is a plan of action to increase all marketing efforts. • The college has hired a program director of sonography to lead Echo and Sonography to a two-year A.A.S. degree with accreditation. • Advisory Board meetings occur to ensure we are meeting the needs of our community and clinical sites.
<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>Advisory Board & DACC Officials Kathy Sturgeon – Dean 2018-2022 Tammy Howard – Senior Director of Medical Imaging Jamie Moreland – Lead Instructor Echocardiography Rachael Arnholt – Director of Sonography 2023 Angel Fellers – Administrative Assistant DACC Amie Musk – Academic Advisor DACC</p>

<p>Also describe their role or engagement in this process.</p>	<p>Sue Koss – Nursing Director Isela Rangel – Academic Advisor Pattie McCord – Carle East Region Director Kim Bensyl – Carle Clinical Instructor Tina Held – Mattoon Clinical Instructor</p> <p>Students: Hayley Learnard – Sonography Tiana Senter – Sonography Carley Taylor – Echocardiography</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>Advisory Board – the program advisory board meeting has been held every other year. Members include college, industry, and community members; topics of review include assessment plan and results, employment trends/needs, college/clinical site affiliations, program objectives, and future goals. Moving forward with changing to an accredited program the advisory board meetings will be held annually.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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>No, this program does not require prerequisites. There are specific admission criteria to meet the requirements for the students to apply to take their national exam through the ARDMS organization.</p> <p>Admission criteria include:</p> <ul style="list-style-type: none"> • Degree or certificate and licensed/registered in Radiologic Sciences • Nursing degree (RN) and license • Other health progressions degrees • Any Bachelor’s degree or higher • Observation session, if not a Rad Tech graduate • Transcripts • Residency
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Advanced Echocardiography Certificate Program is at 41 credit hours. The credit hours are based on the requirements needed for students to be able to apply to take their national exam. Clinical hour requirements are an essential part of the curriculum.</p>
<p>Indicator 1: Need</p>	<p style="text-align: center;">Response</p>

<p>1.1 What is the labor market demand for the program?</p>	<p>The current labor market for the Echocardiography program is still growing. Over the last 8 years, 2015-2022, the program has an 89% job placement rate. Our 2023 graduates all have jobs prior to program completion.</p> <p>US News ranks Echocardiographers as the #12 in best health care support jobs. The unemployment rate is listed at 0.4% with 2,700 available jobs.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>According to the Bureau of Labor Statistics “ employment of diagnostic medical sonographers and cardiovascular technologists and technicians is projected to grow 10 percent from 2021 to 2031, faster than the average for all occupations.”</p> <p>“About 10,100 openings for diagnostic medical sonographers and cardiovascular technologists and technicians 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.”</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm#tab-6 US News</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>The college, faculty, and program directors use a variety of strategies to improve the number of students that the Echocardiography program has. Unfortunately, we have not been able to meet the labor market needs. The college is taking measures to change the Echo program from a certificate program to an accredited A.A.S degree program. We are hoping this will increase enrollment as we will be able to recruit from area high schools.</p> <ul style="list-style-type: none"> • Program director and faculty discuss advancement options with current 2nd-year Rad Tech Students. • Faculty participates in a recruitment event sponsored by the college for area high school students. Health Professions Day • Program directors attend area high school career events. • Marketing materials purchased. • Social media Ads and Posts
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Sonography Advisory Board meets every other year. During the meeting, we discussed our program goals, assessment plans, program needs, and market needs. Members include representatives from clinical affiliates, DACC leadership, program officials, and current echo students.</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 college leadership and program faculty are currently making changes to the program to transition from a certificate program to an A.A.S. degree program. The program has had low enrollments in the past few years. Once the change has been approved through ICCB and we begin a new cohort the college will seek accreditation.</p>

Indicator 2: Cost Effectiveness	Response
<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.)? 	<p>The college assesses the cost-effectiveness of the Echo program by reviewing the budget annually.</p> <p>The costs associated with the program include:</p> <ul style="list-style-type: none"> • Faculty salary and benefits. • Equipment maintenance • Equipment needs • Travel / Mileage • Professional development • Books & Supplies • Marketing <p>The costs of the program are comparable with the other programs. The students pay double the tuition due to the technology associated with it and the low enrollment numbers needed to meet accreditation. According to an internal cost analysis, the program has a negative profit margin due to low enrollment.</p> <p>The program has an annual dedicated budget. The college pays for the Echo program through:</p> <ul style="list-style-type: none"> • General Funds / Tuition & Course Fees • Perkins Grant • Path Grant
<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 college is in the process of hiring a director of marketing. By increasing our marketing strategies we are hopeful that this will cause an increase in the number of applicants for the echocardiography program. Increasing the number of applicants will allow the cohorts to be at the maximum number allowed.</p> <p>The college has hired a dedicated sonography program director. The Sonography Director is working toward changing the curriculum to an accredited A.A.S. degree program. Changing to an A.A.S. program will allow us to use prerequisite courses for admission and recruit from high schools.</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>	<p>The estimated total program costs for in-district is approximately \$15,162.00 This includes the following:</p> <p>ECHO courses (\$332.00) 41 cr. = \$13,612.00* Books and supplies \$1,000 (approx.) Clinical Fee/Trajecsys \$100.00 Physical exam, drug screen, background check \$300 (approx.) Uniform items \$150 (approx.)</p> <p>The college has several ways they can assist students in overcoming financial barriers:</p> <ul style="list-style-type: none"> • Our foundation department offers scholarships to students who apply for them. For the last two years, each student that applied received a scholarship. • The college also offers financial aid advice by allowing walk-in appointments. • The college gave out success stipends to our graduating health profession students and assisted them in paying for review seminars and their national ARDMS exams. • The college also offers emergency funding for those students in need. For example, students could receive a gas card to offset the cost of gas since they travel so far to some clinical sites.
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The review of the program cost did result in the hiring of a new Sonography program director to lead the program into accreditation as an A.A.S degree program.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program’s strengths?</p>	<ul style="list-style-type: none"> • Dedicated faculty who are registered in their field. • Wonderful, small campus that offers hands-on experience with new equipment that is similar to the technology they will use in clinical. • Variety of clinical sites throughout mid-Illinois with an option of changing sites to ensure a well-rounded experience with exposure to all echocardiography exams. • Small class sizes. • Early hands-on scanning labs to increase success at clinicals. • Extended spring and summer semesters due to the number of clinical hours needed. • Students are able to sit for their ARDMS SPI (Physics) exam prior to graduation. This is step one for the students to complete before they are registered in Echocardiography.
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • The Echo program is in need of more Sonography machines to accommodate an increase in student enrollment. • The Echo program is in need of a dedicated scan lab. Currently, the scan lab and classroom are combined. Once we acquire more machines we will need a large space to accommodate them.

<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>	<p>The Echocardiography classes are primarily delivered in the traditional format. There are a few classes that are offered as online/hybrid. It's difficult to compare the success because it's only a few classes that are offered in these other formats.</p> <ul style="list-style-type: none"> • Traditional • On-line/hybrid
<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>The Echocardiography program is part of our Medical Imaging program. The Medical Imaging Program of Study was submitted in June of 2023 and we are awaiting approval.</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>	<ul style="list-style-type: none"> • The Echo graduates can choose from a variety of work settings across an array of healthcare environments. Career options include hospitals, clinics, travel agencies, and cardiologists' offices'. • Our graduates have the potential to further their education and additional training in other imaging modalities: General Sonography, Vascular Sonography, and Vascular Interventional. • Career opportunities also exist in administration, education, sales, and marketing as well as application training for technologists with more advanced degrees.
<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>	<p>The Echocardiography program has implemented a clinical reporting system from paper to electronic through Trajecsys. The college has used funding to purchase a new dual-platform Phillips Epiq 7 system for both the Echo & Sonography program as well as scanning tables.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Dual credit opportunities are not currently available for Echocardiography students.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<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>Work-based learning opportunities are integrated into the curriculum via clinical education. The students are able to work alongside qualified technologists to apply real-world hands-on applications. This type of opportunity improves the quality of the program by reinforcing what they have learned in class and lab and makes for a more well-rounded entry-level student. Clinical education is also vital for the clinical sites. It improves the quality of care with the technologists that they work with and keeps education at the forefront. The majority of the time clinical sites will hire our graduates.</p> <p>Echo faculty has been working with OSF St. Francis Echo manager to find creative ways to improve collaboration to get more students to them. They are considering paying for a student's lodging/gas for them to stay for a 2-3 assignment. Nothing is official just another way we are trying to help our students and clinical affiliates.</p>
<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>	<p>No, industry accreditation is not required for this program. Danville Area Community College is voluntarily seeking accreditation for the Echocardiography program within the next two years.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, there are industry-recognized credentials with this program. Once the student has successfully completed their Sonography Physics class in the Fall semester they are able to apply and take their national SPI exam through ARDMS. This is the first step needed to be credentialed in Echocardiography.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>

<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Our Echo students are eligible to take their national exams through the ARDMS (American Registry for Diagnostic Medical Sonography) or CCI (Cardiovascular Credentialing International). To be registered through ARDMS students must pass two tests. First the SPI (Sonography Principles and Instrumentation) test and then a specific exam either in AE (Adult Echo) or PE (Pediatric Echo) to be registered.</p> <p>The national credential exam results:</p> <p>SPI ARDMS Within 1 year of graduation 2023 3/3 2022 2/3 2021 4/6 2020 2/4 2019 5/6 2018 3/3</p> <hr/> <p>Total: 19/25 = 76%</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Adult Echo ARDMS</th> <th style="text-align: left;">CCI</th> </tr> </thead> <tbody> <tr> <td>2022 2/3</td> <td></td> </tr> <tr> <td>2021 4/4</td> <td>2/2 (one student did both exams)</td> </tr> <tr> <td>2020 2/2</td> <td>2/2</td> </tr> <tr> <td>2019 5/5</td> <td>2/2 (one student did both exams)</td> </tr> <tr> <td>2018 3/3</td> <td></td> </tr> </tbody> </table> <p>Pediatric & Fetal Echo ARDMS 2021 2/2 Pediatric 2018 One student completed Pediatric & Fetal Echo</p>	Adult Echo ARDMS	CCI	2022 2/3		2021 4/4	2/2 (one student did both exams)	2020 2/2	2/2	2019 5/5	2/2 (one student did both exams)	2018 3/3	
Adult Echo ARDMS	CCI												
2022 2/3													
2021 4/4	2/2 (one student did both exams)												
2020 2/2	2/2												
2019 5/5	2/2 (one student did both exams)												
2018 3/3													
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have articulation agreements with all of our clinical sites for our students to be able to attend clinical.</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>	<ul style="list-style-type: none"> • The college holds in-service training for full and part-time faculty twice a year. The college also offers training days for assessment and a Teaching and Learning Team. The Teaching and Learning focus area is comprised of administrators and faculty on campus who are committed to finding ways to engage students within the classroom environment. The focus of this group is to provide evidence-based professional development. The Teaching and Learning Team designs two Teaching Excellence Academies per year to expose different academic areas on campus to a variety of best practices. These academies offer faculty a venue to learn evidence-based best practices and share their successful learning strategies and new learning techniques. • The Echo Instructor has been able to attend professional development through Philips with the purchase of our new machine. • The Echo Instructor has approximately 91.5 hours of continuing education for Echocardiography from 2018-2023)
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The Echocardiography Program has several types of equipment and technology that is used in the classroom. We have three newer Phillips machines that are state-of-the-art and can be used for both DMS and Echo programs that prepare our students for clinical education.</p> <p>Equipment: GE (2012) 3 Phillips Epiq Systems (2023, 2021, 2018) EKG Machine 2017 Symposium – Smart Board Heart Phantom</p> <p>The instructor also utilizes technology in the classroom by using the following: Kahoots –Learning Games Platform Test & Teach Software –KeLabs which are Echo measurement simulations</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Assessment methods are used to evaluate classes, the Echo program, and the general education outcomes of the college. We also provide program assessment information such as completion, pass, and job placement rates as well as national exam pass rates which are posted on the Echo webpage. The assessment plan encompasses results for program goals which were stated at the beginning of the report.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>The assessment report is a collaborative effort between the program director and the faculty. The results are shared with administration, Advisory Board members and are uploaded within the college’s SharePoint system.</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>	<p>Over the last five years, we have implemented new assessment measurement tools which include:</p> <ul style="list-style-type: none"> • Communication Tool Document for Clinical Instructors to assess our students to identify any potential concerns early in case we need to implement remediation. • Faculty enhanced/re-wrote the oral and written rubrics for the Case Study to improve both the scores and the student’s understanding of the expectations for the assignment. • Faculty added pathology competencies for Summer Clinical Class to be in alignment with JRC-DMS standards for when we seek accreditation.

<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>According to our graduate surveys, one-year post-graduation, all that replied stated that the DACC curriculum adequately prepared them for an entry-level Echocardiography and adequately prepared them for their credentialing exam.</p> <p>2022 100% 2021 100% 2020 100% 2019 100%</p> <p>We also survey our exiting graduates at the completion of the program regarding how adequately prepared they feel the DACC curriculum prepared them for an entry-level echocardiography position. The results have been 100% stating that they all feel prepared.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected through exit surveys (done at program completion) and graduate surveys (1-year post-graduation).</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers are engaged in the Echocardiography program being an integral part of the student's clinical education. Employers also participate in all of the following:</p> <p>Employer Survey Advisory Board Meetings Work-based opportunities (clinical education).</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program advisory board contributes to the quality of the program by providing support, advice, and working together to meet the needs of the community through partnerships in clinical education. Engagement of the advisory board could be improved if I had more attendance from all of the clinical affiliates. The Echocardiography program will be changing the Advisory Board meetings to occur annually.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>2022 – No Response 2021 – Employers reported they were satisfied 2020 – Employers reported they were satisfied 2019 – No response</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>One year post-graduation, graduates are asked permission during the graduate survey if we can contact their employer. If permission is granted, an employer survey will be sent through Survey Monkey to their supervisor.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	

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

The biggest barriers to the Echocardiography program have been with retention of students and not full enrollment. With the admission criteria (ADRMS standards) we have not been able to keep a lot of our applicants who already have bachelor's degrees due to program costs. The Bachelor's degree applicants are not qualified for financial aid.

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	Echocardiography				
CIP Code	51.0910 Advanced Certificate				
	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)	Year 4 (2021)	Year 5 (2022)
Number of Students Enrolled	12	7	4	7	3
Number of Completers	11	6	4	6	3
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program goals are aligned with the college's in order to prepare competency entry-level Echocardiographers in the cognitive, psychomotor, and affective learning domains that will provide our community's healthcare facilities with qualified radiographers. Over the past five years, we have had a lower number of graduates. The majority of students who dropped the program were due to personal reasons or lack of financial aid.				
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 and minorities are not represented well in the program but they are also underrepresented in all health professions. Approximately 80% or more of the health professions students are white females.				
What is the college doing to overcome any identifiable gaps?	Increased recruiting efforts to include more minorities in marketing. Health Professions Day focuses on different health professions with minority involvement.				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for health profession 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 health profession 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 checked="" type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The college maintains its commitment to this program and its students in spite of it not being sustainable for the last few years. Within the past two years, we have acquired a new VP, Dean, and a new Director of Sonography. All are very dedicated to DACC and the health professions. The only minor improvement would be to increase the number of applicants and increase the retention of those who started the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Meet with the new dean and director of marketing to find creative advertising to increase our number of applications for the program. Hold annual advisory board meetings. Send out Advisory Board Invitations sooner to ensure I have participants from all clinical sites.
Resources Needed	Support and resources to increase marketing.
Responsibility Who is responsible for completing or implementing the modifications?	The program director and faculty will be responsible for completing and/or implementing any modifications with support from the dean.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2018-2022

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
Radiologic Technology	Degree	71	51.0911	N/A

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>The DACC Radiologic Technology program is committed to:</p> <p>To prepare competent entry-level radiologic technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains that will provide our community's healthcare facilities with qualified radiographers.</p> <p>To provide both educational and employment opportunities to the individuals of this community, so that they may:</p> <p>Communicate effectively.</p> <ul style="list-style-type: none"> • Students will demonstrate oral communication skills to enhance patient care. • Students will demonstrate written communication skills to enhance patient care. <p>Engage in critical thinking and demonstrate problem-solving skills.</p> <ul style="list-style-type: none"> • Students will be able to modify standard radiographic procedures to accommodate patient conditions for the non-routine imaging procedure. • Students will be able to show progression in critical thinking skills in the classroom and clinical setting. <p>Students will demonstrate professionalism and professional growth.</p> <ul style="list-style-type: none"> • Students will be able to demonstrate professionalism when interacting with colleagues and patients during their clinical experience.
--	--

	<ul style="list-style-type: none"> • Students will demonstrate a commitment to ongoing professional learning and continued development of professional skills. <p>Students will perform competently in clinical practice.</p> <ul style="list-style-type: none"> • Students will be able to demonstrate appropriate patient care skills. • Students will be able to analyze images for diagnostic quality. • Students will be able to demonstrate accuracy in radiographic positioning skills. <p>To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified radiographers.</p>		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>The Radiologic Technology Program completes an annual assessment to ensure the program's effectiveness and goals.</p> <table border="0"> <tr> <td style="text-align: left;"><u>Measurement Tool / Goal</u></td> <td style="text-align: right;"><u>Avg. Score 2018-2022</u></td> </tr> </table> <p>Communication skills are assessed for both oral and written skills.</p> <ul style="list-style-type: none"> - Patient Care Written Summaries $\geq 85\%$ 98% - Case Study Written Presentation $\geq 90\%$ 95% - Case Study Oral Presentation93% - Clinical Professionalism Evals (patients & staff).. students have shown progression from 1st year to a second year student on their evaluations. <p>Critical Thinking Skills: are measured through students performing non-routine procedures and answering pre and post-trauma questions.</p> <ul style="list-style-type: none"> - Non-routine procedures final hands-on practical $\geq 90\%$ 91% - Pre & Post trauma quiz trauma patients students will progress to $\geq 90\%$ students will 87% - Progression in critical thinking in the classroom and clinical setting. Using professionalism evaluations..... students demonstrated an increase in their scores using a scale of 1-5. - Physics technique assessment combined avg. 75% of the students will answer the questions regarding technique and then demonstrate progression the next semester to 80%. Assessed in 2022 for the first time. Students progressed from 82.5% to 92.5% <p>Professionalism & Professional Growth:</p>	<u>Measurement Tool / Goal</u>	<u>Avg. Score 2018-2022</u>
<u>Measurement Tool / Goal</u>	<u>Avg. Score 2018-2022</u>		

Students will demonstrate professionalism and professional growth when interacting with colleagues and patients during clinical experiences. Students will demonstrate a commitment to ongoing professional learning and continued development of professional skills.

- Student professionalism evaluations. Students will progress on their evaluations from 1st year to 2nd-year students from a minimal score of 3.0 to 4.0. The last 5 years the combined avg. scores of the students always progressed.

- Professional Development Plan 100%
- Curriculum Vitae 100%

Competence in Clinical Practice:

Students will perform competently in clinical practice. Students will be able to: demonstrate appropriate patient care skills, analyze images for diagnostic quality, and demonstrate accuracy in radiographic positioning skills.

- Patient care final exam..... 95%

- Clinical Education Professionalism Eval question 15, students will progress from a 3.0 in the 2nd semester to a 4.0 5th semester. A combined avg. score showed that the students did progress. The last 2 years scores were progressed to a 4.8/4.67 on a 5 point scale.

- Final Exam Analyzing & Critiquing 25 images scoring ≥ 90
.....91%

- Repeat Image analysis project ≥ 90%93%

- Lab Practical's for 2nd semester ≥ 90%97%

- Clinical Education clinical final positioning exam. A combined avg. score of 85% during the 2nd semester then progress to a 90% in the 5th semester. All scores have been in the high 90s. Only in 2022 did the grads score lower in the 5th semester.

Program Effectiveness is measured by:

Results

- 80% of students will complete the program..... 72%

- 90% of graduates felt adequately prepared for entry-level positon
..... 100%

- Combined avg. score of 2.7 report satisfaction with the
program.....2.68%

-Employers will report satisfaction with the graduates 2.7 on a scale
of 3.0.....3.0

-90% will be employed within 12 months..... 100%

-75% will pass ARRT exam..... 90%

-Students at the completion of the program
will report satisfaction with the program with a minimum of 2.7 out
of 3.0..... 3.0

	<p>-Clinical Instructors will report satisfaction with the program with a minimum of 2.7 out of 3..... 2.89</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<ul style="list-style-type: none"> • The program and college continue to work on increasing recruiting. Since the last review, there have been several changes in marketing, recruiting, and leadership positions here at DACC. We have increased minority representatives and are adding a new position, director of marketing. With these changes, there is a plan of action to increase all marketing efforts. • Our national certification pass rates have increased with the implementation of a two-day live review session. We also added a highly qualified adjunct professor to teach our Radiologic Physics I class. • Annual Advisory Board meetings occur and ensure we are meeting the needs of our community and clinical sites.
<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>Advisory Board & DACC Officials Kathy Sturgeon – Dean 2018-2022 Manuel Rodriguez – Dean May 2023 Tammy Howard – Senior Director of Medical Imaging Madison Harrison – Clinical Coordinator Radiologic Technology Angel Fellers – Administrative Assistant DACC Katelyn Roberts - Office Assistant HIT, Medical Imaging DACC Dr. Nacco – President DACC Dr. Bridges – VP Academic Affairs, Interim Dean Math, Science, & Health Professions Amie Musk – Academic Advisor DACC Scott Greenlee – Director OSF Heart of Mary Mary Westley-Brown – Clinical Preceptor Carle Tim Grider – Clinical Preceptor VA Debbie Ridl – Clinical Preceptor OSF Multispecialty Group Brittany McCoy – DACC Rad Tech 2nd year student Jaiden Baum – DACC Rad Tech 1st year student Elisa Goodwin – DACC Rad Tech 1st year student</p> <p>Clinical Preceptors Jamie Bryant – Ascension St. Vincent Macey Dokey – Carle Hospital ED Mary Westley-Brown – Carle Riverfront Jennifer Wallace – Carle Hoopston Chrystal Hamilton – Carle OSM Urbana Ben Watson – Horizon Health Debbie Ridl – OSF Multi-Specialty Group Jacklyn Cottingham –OSF Sacred Heart Tim Grider – VA Illiana Hospital</p> <p>The medical imaging meet formally twice a year and several times informally to discuss daily operations and program effectiveness.</p> <p>The advisory board meets annually. The program director discusses the assessment plan and report. The board is compiled of program officials, college representatives from administration, academic advising, and program students.</p>

	The clinical preceptors meet twice annually to discuss the assessment report, clinical education, student concerns, policies, and program updates.
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"> • Advisory Board – the program advisory board meeting is held annually; members include college, industry, and community members; topics of review include assessment plan and results, employment trends/needs, college/clinical site affiliations, program objectives, and future goals. • Clinical Preceptor – meet at the end of the Spring and Fall semesters. • Students – a variety of student surveys are conducted to obtain feedback on college, program, and courses; program faculty connect with students to gauge workforce success after graduation via social media groups.
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.	Pre-requisites are required for entrance into the Radiologic Technology program however they were not analyzed as part of this review. We are in the process of mandating every student successfully complete the math requirement instead of using math placement testing.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program awards an Associate of Applied Science at completion. The courses are sequential, non-duplicative and build on prior learning. Our curriculum is set according to the practice standards set forth by the American Society of Radiologic Technologists ASRT. https://www.asrt.org/
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	<p>The current labor market for Radiologic Technologists is still growing. Over the last 5 years, the program has a 100% job placement rate. Several students had more than one job.</p> <p>The growing size of the older population and the rising prevalence of chronic disease will lead to greater demand for healthcare services, including diagnostic procedures. More radiologic and MRI technologists will be needed to perform the imaging exams that are essential for making diagnoses and creating treatment plans.</p> <p>US News ranks Radiologic Technologist as the #24 in best health care support jobs.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>According to the Bureau of Labor Statistics “Employment of radiologic technologists is projected to grow 6 percent from 2021 to 2031”.</p> <p>“Overall employment of radiologic and MRI technologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. About 16,600 openings for radiologic and MRI technologists 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.”</p>

1.3 What labor market information sources are utilized?	https://www.bls.gov/ooh/healthcare/radiologic-technologists https://money.usnews.com/careers/best-jobs/radiologic-technologist
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?)	<ul style="list-style-type: none"> • Program director does a presentation on “Medical Imaging at DACC” to groups and classes on campus and off. • Attend “DACC Days” to promote the program to area high school students. • Participate in “Health Professions Day” for area high school students. The students come to campus and are able to tour and complete some hands-on activities with all of our health professions. • Program director attends Anatomy and Physical Science classes to talk about Medical Imaging. • Social Media • Program director attends career day at area high schools. • Program director attended a career fair at our local civic center sponsored by DACC and Vermilion Advantage to interact with area residents and to show them what health professions are offered at DACC.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The Radiologic Technology Advisory Board meets annually to discuss the community’s employment needs. Members include representatives from clinical affiliates, DACC leadership, program officials, and current students.</p> <p>The ASRT (American Society for Radiologic Technologists) implemented a new Radiology Curriculum guide. This guide is shared and reviewed with each faculty member. If changes are needed each faculty member adjusts their class syllabus. Syllabus changes occur annually in the Spring semester.</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>The medical imaging programs are always trying to expand clinical affiliations and increase student recruitment. We have recently added a new clinical site for the Rad Tech program, Christie Clinic in Danville, Illinois. The college is in the process of hiring a new marketing director to improve all marketing.</p>
Indicator 2: Cost Effectiveness	Response

<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.)? 	<p>The college assesses the cost-effectiveness of the Rad Tech program by reviewing the budget annually.</p> <p>The costs associated with the program include:</p> <ul style="list-style-type: none"> • Accreditation fees associated with JRCERT. • Accreditation review and award. • Faculty salary and benefits. • Equipment maintenance • Radiation safety fees for dosimeter readings • Travel / Mileage • Professional development • Books & Supplies • Marketing <p>The costs of the program are comparable with the other imaging programs. The students pay double the tuition due to the technology associated with it and the low enrollment numbers needed to meet accreditation. According to an internal cost analysis, the program typically has a profit but in the last two years, there has been low enrollment, which has created a small deficiency.</p> <p>The program has an annual dedicated budget. The college pays for the Rad Tech program through:</p> <ul style="list-style-type: none"> • General Funds / Tuition & Course Fees
<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 college is in the process of hiring a director of marketing. By increasing our marketing strategies we are hopeful that this will cause an increase in the number of applicants for the radiologic technology program. Increasing the number of applicants will allow the cohorts to be at the maximum number allowed by our accrediting agency and will ensure the cost-effectiveness of the program. In the last three years, we have accepted our maximum of students into the program but many dropped after starting the program for personal reasons.</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>	<p>The estimated total program costs for in-district students is 21,853.00. This includes:</p> <ul style="list-style-type: none"> • General Education courses 4320.00 • Rad Tech courses 15,604.00 • Books 1,000.00 • Clinical Record Keeping 150.00 • RadTechBootCamp Program 130.00 • ARRT Live Review 199.00 • Physical exam/drug screen/background check 300.00 • Scrubs/Shoes/Patches 150.00 <p>The college has several ways they can assist students in overcoming financial barriers:</p> <ul style="list-style-type: none"> • Our foundation department offers scholarships to students that apply for them. For the last two years, each student that applied received a scholarship. • The college also offers financial aid advice by allowing walk-in appointments. • The college gave out success stipends to our graduating health profession students and assisted them in paying for their national ARRT exam and state licensing fees. • The college also offers emergency funding for those students in need. For example, students could receive a gas card to offset the cost of gas since they travel so far to some clinical sites.
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The college/program reviews its budget annually. There will be an increase in marketing to increase the number of applicants.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<ul style="list-style-type: none"> • Nationally accredited with the JRCERT. • All of our clinical sites have DR equipment. • Our lab is equipped with film/screen, CR, and DR. • The rotations of students through more than one clinical site give them exposure to a variety of protocols, equipment, patients, and personnel. • Dedicated faculty who are registered and licensed in their field. • Students are able to rotate through several modalities. Cath Lab/CT/MRI are all required rotations provided the student is proficient in the radiography program. Students will also have the option to rotate through other modalities (mammo, rad. Therapy, & nuclear medicine). • Having other imaging programs that Rad Tech students can apply for after graduation. • Small class sizes
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The program is located in a more rural area which means that students have to travel to rotate through all clinical sites causing a significant amount of drive time.</p> <p>We have an affiliation agreement with a level 1 hospital for our students to gain experience in trauma, unfortunately, this is a shared clinical site with another rad tech program so it can be a struggle to share exams with other students.</p> <p>Our students could use more experience in surgery and fluoroscopy unfortunately our local clinical sites do not offer a sufficient exam load for these.</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>	<p>We utilize the traditional delivery methods and have one class that utilized team teaching. With only one class utilizing team teaching it's difficult to compare a success rate. One of our adjunct faculty is not a Rad Tech and is unable to teach the physics lab portion. The clinical coordinator team teaches this with her and it has been successful the last two years.</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>The Radiologic Technology program is part of our Medical Imaging program. The Medical Imaging Program of Study was submitted in June of 2023 and we are awaiting approval.</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>	<ul style="list-style-type: none"> • The Rad Tech graduates can choose from a variety of work settings across an array of healthcare environments. Career options include hospitals, clinics, travel agencies, doctors' and chiropractors' offices', and independent imaging centers. • Our graduates have the potential to further their education and additional training in other imaging modalities: CT, MRI, Mammo, Sonography, Echocardiography, Radiation Therapy, Cardiac, Vascular, Interventional, and Nuclear Medicine. • Career opportunities also exist in administration, education, sales, and marketing as well as application training for technologists with more advanced degrees.
<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>	<p>The Radiologic Technology program utilizes several things that contribute to the success of our program. We have implemented a live 2-day review through Kettering, changing our clinical reporting system from paper to electronic through Trajecsyst, and utilizing a web-based program RadTechBootCamp to enhance our Physics and Review classes. The program is also very fortunate to offer CR and DR technologies in our energized lab.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Area high school students who meet the guidelines of both the high school and DACC are able to take dual credit classes and/or college express classes. The Rad Tech prerequisite classes/general education classes can be completed as dual credit. The high school student has several formats that would apply to dual credit. Day/afternoon courses at DACC high schools, night courses at DACC, online courses, or DACC courses that are taught at high schools with a DACC instructor or a qualified high school instructor.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Vermilion County High Schools Georgetown-Ridge farm Westville Middlefork Salt fork Oakwood Danville Hoopeston Bismarck-Henning Armstrong First Baptist Kenneth D. Bailey Academy</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Dual-Credit Classes BIOL 136 BIOL 137 PHYS 141 MATH 108 or MATH 111 SPCH 101 ENGL 101 PSYC 100 Humanities Elective BOFF 140 Med. Term. HLTH 102 First Aid/CPR</p> </td> </tr> </table>	<p>Vermilion County High Schools Georgetown-Ridge farm Westville Middlefork Salt fork Oakwood Danville Hoopeston Bismarck-Henning Armstrong First Baptist Kenneth D. Bailey Academy</p>	<p>Dual-Credit Classes BIOL 136 BIOL 137 PHYS 141 MATH 108 or MATH 111 SPCH 101 ENGL 101 PSYC 100 Humanities Elective BOFF 140 Med. Term. HLTH 102 First Aid/CPR</p>
<p>Vermilion County High Schools Georgetown-Ridge farm Westville Middlefork Salt fork Oakwood Danville Hoopeston Bismarck-Henning Armstrong First Baptist Kenneth D. Bailey Academy</p>	<p>Dual-Credit Classes BIOL 136 BIOL 137 PHYS 141 MATH 108 or MATH 111 SPCH 101 ENGL 101 PSYC 100 Humanities Elective BOFF 140 Med. Term. HLTH 102 First Aid/CPR</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>Work-based learning opportunities are integrated into the curriculum via clinical education. The students are able to work alongside qualified technologists to apply real-world hands-on applications. This type of opportunity improves the quality of the program by reinforcing what they have learned in class and lab and makes for a more well-rounded entry-level student. Clinical education is also vital for the clinical sites. It improves the quality of care with the technologists that they work with and keeps education at the forefront. The majority of the time clinical sites will hire our graduates.</p>		
<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>	<p>No, industry accreditation is not required for this program. Danville Area Community College has voluntarily sought accreditation from the national organization Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182 https://www.jrcert.org/</p>		
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, there are industry-recognized credentials with this program. Once the student graduates he/she is eligible to apply to take their national exam with the ARRT (American Registry of Radiologic Technologists). It is a job requirement that graduates pass this exam for them to be employed.</p>		
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>		

<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>The ARRT first-time pass rate for the last five years:</p> <p>2022 100% 10/10 pass 2021 75% 9/12 pass 2020 89% 8/9 pass 2019 100% 11/11 pass 2018 90% 9/10 pass</p> <p>Total: 47/52 = 5 year 90% first-time pass rate.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have articulation agreements with all of our clinical sites for our students to be able to attend clinical. In 2023, we approved an articulation agreement with Southern Illinois University for our students to be able to transfer to a 4-year university for a Bachelor's Degree.</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>We recently acquired a new clinical affiliation with Christie Clinic at the Riverfront. This will increase the quality of our clinical component. Christie is a very busy outpatient clinic that completes a lot of general x-ray procedures. Our students will be able to be more proficient and have more hands-on at this facility. Since the last ICCB review, we add Carle Emergency Department to our list of affiliations so that our students would be able to gain access to a level-1 trauma center.</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>	<ul style="list-style-type: none"> • The college holds in-service training for full and part-time faculty twice a year. The college also offers training days for assessment and a Teaching and Learning Team. The Teaching and Learning focus area is comprised of administrators and faculty on campus who are committed to finding ways to engage students within the classroom environment. The focus of this group is to provide evidence-based professional development. The Teaching and Learning Team designs two Teaching Excellence Academies per year to expose different academic areas on campus a variety of best practices. These academies offer faculty a venue to learn evidence-based best practices and share their successful learning strategies and new learning techniques. • The Rad Tech faculty is able to attend a world event sponsored by the RSNA hosted in Chicago every November, both educators take second-year students to see the newest and latest equipment in medical imaging. Unfortunately, since COVID and strict restrictions, we have not attended the last three years. • Both educators have the opportunity to attend a national conference created by the ACERT organization, along with any second-year students that choose to attend. Faculty are able to attend educational sessions especially designed for educators that promote professional development. Presenters are leaders in our field and offer a variety of topics designed for collegiate educators in Rad Tech. • Student sessions at the ACERT conference are designed for their national test reviews. • Our new clinical coordinator/faculty member has attended in-service and assessment training. She has also had professional development through mentoring with a tenured faculty member as well as the director and dean.
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>We are able to offer an excellent experience for our students with three different types of imaging equipment. We still use the older outdated Film-Screen combination that needs a processor with chemicals. We have been very fortunate to have upgraded with Digital equipment including CR and DR systems.</p>

3.17 What assessment methods are used to ensure student success?	Assessment methods are used to evaluate classes, the rad tech program, and the general education outcomes of the college. We provide program assessment information such as completion, pass, and job placement rates as well as national exam pass rates. These are listed on our website and reported to the JRCERT with our annual report.
3.18 How are these results shared with others at the institution for continuous improvement?	The assessment report is a collaborative effort between the program director and the clinical coordinator. The results are shared at the Advisory Board Meeting and at the Clinical Preceptor Meeting as well as administration and uploaded into the college's SharePoint system.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Curriculum revisions are based on the educational guidelines from the national organization the ASRT. Since the program is accredited we have to follow the guidelines set forth by the JRCERT. The Advisory Board reviews the assessment plan and results. If we are not meeting our student learning outcomes and consistently not meeting our benchmarks we will ask the members their opinions on our recommendations for change. Over the last five years, we have implemented new assessment measurement tools which include a final lab practical exam for all clinical education courses, pre and post-trauma quizzes, and written communication of a patient history,
3.20 How satisfied are students with their preparation for employment?	According to our graduate surveys, one-year post-graduation, all that replied stated that the DACC curriculum adequately prepared them for an entry-level radiographer and adequately prepared them for the ARRT exam. 2022 100% 2021 100% 2020 100% 2019 100% 2018 100% We also survey our exiting graduates at the completion of the program regarding how adequately prepared they feel the DACC curriculum prepared them for an entry-level radiographer position. The results have been 100% stating that they all feel prepared.
3.21 How is student satisfaction information collected?	Student satisfaction information is collected through exit surveys (done at program completion) and graduate surveys (1-year post-graduation).
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in the Rad Tech program being an integral part of the student's clinical education. Employers also participate in all of the following: Employer Survey Advisory Board Meetings Clinical Preceptor Meetings twice a year Work-based opportunities (clinical education).
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory board contributes to the quality of the program by providing support, advice, and working together to meet the needs of the community through partnerships in clinical education. Engagement of the advisory board could be improved if I had more attendance from all of the clinical affiliates.
3.24 How satisfied are employers in the preparation of the program's graduates?	From 2018-2021 only 18 students gave us permission to contact their employers. All 18 stated that they were satisfied with our graduates.
3.25 How is employer satisfaction information collected?	One year post-graduation, graduates are asked permission during the graduate survey if we can contact their employer. If permission is granted, an employer survey will be sent through survey monkey to their supervisor.

3.26 Did the review of program quality result in any actions or modifications? Please explain.

In 2018 we changed the program start date from August to June. This allows our students to be more competitive with job offerings from other Rad Tech program graduates. This summer start date also allows students to complete a clinical observation which allows them to be better prepared for their second hands-on clinical education.

The program director implemented using a 2-day live review to increase our first-time pass rate for their national ARRT exam. For the first two years, the college paid for the program.

The program director also found a web-based review called RadTechBootCamp which is a video-based radiography study and ARRT exam prep. The video-based lessons, assessments, and large registry exam prep question bank better prepares our students for their national exam. This program is used throughout our two-year program.

In 2018, the advisory board gave a recommendation that we share a clinical site with another Rad Tech Program in order for our students to receive some level-1 trauma experience.

In 2019, the program had to make clinical time adjustments due to COVID. Students were not able to complete all of their clinical hours, however, if the student met the number of competencies needed for their national ARRT exam we would allow clinical time exemptions.

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

The only barrier that has occurred within the past five years is the retention of students. Our class enrollment has been considerably down the past few years.

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	Radiologic Technology				
CIP Code	51.0911 (A.A.S.)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	24	23	23	17
Number of Completers	12	12	13	10	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program goals are aligned with the college's in order to prepare competency entry-level radiologic technologists in the cognitive, psychomotor, and affective learning domains that will provide our community's healthcare facilities with qualified radiographers. Over the past five years, we have had a lower number of graduates compared to years prior. The majority was due to personal reasons and is not held against us through our accrediting agency, the JRCERT.				
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 and minorities are not represented well in the program but they are also underrepresented in all health professions. Approximately 80% or more of the health professions students are white females.				
What is the college doing to overcome any identifiable gaps?	Increased recruiting efforts to include more minorities in marketing. Health professions day focuses on different health professions with minority involvement.				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for health profession 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 health profession 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 checked="" type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The college maintains its commitment to this program and its students. Within the past two years, we have acquired a new VP, Dean, and Clinical Coordinator. All are very dedicated to DACC and the health professions. The only minor improvement would be to increase the number of applicants and increase the retention of those who started the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Meet with the new dean and director of marketing to find creative advertising to increase our number of applications for the program. Send out Advisory Board Invitations sooner to ensure I have participants from all clinical sites.
Resources Needed	Support and resources to increase marketing for the Rad Tech program. More advisory board members attendance.
Responsibility Who is responsible for completing or implementing the modifications?	The program director will be responsible for completing and/or implementing any modifications with support from the dean.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2022-2023

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
Management	Cert	22	52.0204	

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 Learning Outcomes

- Students will analyze the role of management within organizations.
- Students will utilize communication skills appropriate to the administration level.
- Students will analyze the relationship(s) between various functions within organizations, including human resources, accounting, and marketing.

Possible Occupations:

- Office Manager/Supervisor
- General Manager
- Operations Manager

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.

<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"> ● Continue to monitor current trends <ul style="list-style-type: none"> ○ Ongoing: This has occurred and will continue to occur moving forward. Since the past review, trends have shown a need for course curriculum changes such as addition of a Global Business course and other emphasis on Interpersonal Relationships and Technology. Employment trends show the need for continued industry partnerships. ● Incorporate more social media content into courses <ul style="list-style-type: none"> ○ This action item was addressed and sparked the transition from one AAS houses both marketing and management courses to two major specific degrees: Marketing AAS and Business Management AAS. Additional social media courses were added to the marketing curriculum, leaving more room in the Business Management degree for new courses such as Global Business.
<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 ● Emily Crain; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. E. Crain provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. 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

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.	Pre-requisites or placement scores were not analyzed as part of this review specifically.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
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 January 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated compound growth:</p> <ul style="list-style-type: none"> • <i>Office Managers/Supervisors</i>: show an annual compound growth within our region of 0% and 0% in Illinois • <i>General & Operations Managers</i>: show an annual compound growth within our region of 0.3% and 1.0% in Illinois <p>* <i>Regional data projection 2018-2028; State data projection 2020-2023</i> * <i>Data excludes legal, medical, and virtual positions</i></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 for our region and 2020-2023 for the state. The role of General & Operations Managers is projected for slight growth.</p> <p>In addition to these statistics, within the next few years, mid-size and larger organizations are slotted for expansion within our county. This local growth may increase the need for additional managers and management credentials. Moving forward, communication between the college and local organizations will be essential to project employment outlook, graduate job</p>

	placement, and the exploration of potential job training partnerships.
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 specific pipeline of students for the Management program includes area high school students and local citizens interested in managerial positions. Faculty will continue to foster relationships with area businesses who can identify current employees who would benefit from this particular certificate.
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 division, curriculum committee, assessment team, 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.	<p>The review highlighted the need to foster current partnerships and build new partnerships within the community. Program employment projections show a decrease in employment. With technology advancements and the pandemic push to remote work, we may be able to look outside the region/state for employment partnerships and student job placement.</p> <p>Actions to consider:</p> <ul style="list-style-type: none"> ● It will be important for Danville Area Community College to strengthen relationships with local organizations and employees in order to develop an additional pipeline of students for the Management program. ● Training partnerships with local and non-local employers

	<p>promoting professional development and college credit should be explored</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>Currently, the program data encompasses marketing and management courses.</p> <p>The primary costs to the institution associated with this program include one full-time faculty salary and benefits packages. Additional costs include instructional supplies, office supplies, printing, faculty professional development and travel, and publications and dues. Credits include tuition and course fees.</p> <p>The business program has a positive net income percent for the last five years.</p> <table border="1" data-bbox="756 1100 1479 1509"> <thead> <tr> <th>Fiscal Year</th> <th>Credit Hours</th> <th>Net Income Percent</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>787</td> <td>24.4%</td> </tr> <tr> <td>2019</td> <td>834</td> <td>15.3%</td> </tr> <tr> <td>2020</td> <td>484</td> <td>10.6%</td> </tr> <tr> <td>2021</td> <td>653</td> <td>3.0%</td> </tr> <tr> <td>2022</td> <td>595</td> <td>3.2%</td> </tr> </tbody> </table> <p>These percentages are relatively higher than other comparable CTE programs such as Medical Office, Health Information Technology, and Agribusiness. However, they are lower than the Business Administrative Technology program, which incorporates comparable courses within the division.</p> <p>The program is funded through general education funds, technology bonds, and tuition/course fees. Perkins funds were requested and approved for equipment costs and professional development.</p>	Fiscal Year	Credit Hours	Net Income Percent	2018	787	24.4%	2019	834	15.3%	2020	484	10.6%	2021	653	3.0%	2022	595	3.2%
Fiscal Year	Credit Hours	Net Income Percent																	
2018	787	24.4%																	
2019	834	15.3%																	
2020	484	10.6%																	
2021	653	3.0%																	
2022	595	3.2%																	

<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage for the Management program was 11.3%. FY18 shows 24.4% with a steady decline, resulting in 3.2% FY22.</p> <p>The decline in net income is in direct correlation with the decline in program credit hours which showed 787 in FY18 and 595 in FY22.</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. At this time, no additional grant funds have been pursued.</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. Student cost for this program is comparable to other business 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.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>At this time, the program is cost-effective. The program houses transfer elective courses for other programs which helps increase overall credit hours. However, program credit hours steadily declined, which show increased need for recruitment and retention efforts.</p> <p>Expenses for the program are minimal and do not currently require review. However, continued recruitment and partnership</p>

	efforts will be prioritized to help increase student enrollment and total credit hours within the specific program.
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. The college will continue to pursue foundation donors and monitor student affordability and program costs. Recruitment and retention efforts will also continue in order to increase credit hours and the program's net income.
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>Program courses are offered in traditional face-to-face, hybrid, and online formats. Most courses are offered as both hybrid and online formats. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working.</p> <p>Most courses within the Management program are delivered in 16-week formats. However, some courses are also offered in 8-week formats.</p> <p>Assessment data is and will continue to be collected/analyzed on the various modalities, guiding any future changes.</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, Associate Professor Emily Crain, 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 Research 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</p>

	<p>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>No, the Management program is not yet an approved program of study under Perkins V.</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>No, at this time the program does not meet the definition of a career pathway program.</p> <p>Although the courses in the program connect to provide a road map from the program of study to employment, there is not a parent degree or stackable credentials, which also means there are not multiple entry/exit points for students either.</p> <p>However, the program is under revision and a proposed degree is in the approval process. During this time, the criteria of a career pathway program will be re-evaluated.</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>Students in the Management Certificate program complete coursework in Accounting, Human Resource Management, and Supervisory Training to prepare them for various types of management roles across various industries. The role of managers has evolved over the years but continues to include the major functions of planning, leading, organizing and controlling and all of those functions are covered within the required coursework.</p> <p>The Management Certificate is taught by various faculty members across campus to ensure all areas are taught by experts in their respective fields.</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 for the management program through online coursework offered by DACC faculty. In addition to core degree courses, 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>Currently, there are no work-based learning opportunities available for the management program. Work-based learning opportunities can be further improved by offering internships throughout program participation and through activities such as job shadowing. Program faculty plan to explore these options through partnerships with industry partners in the future.</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>No, 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>At this time, there are no industry-recognized credentials embedded within the program.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available 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>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Articulation agreements are in place for the following courses:</p> <ul style="list-style-type: none"> - BMGT114 Principles of Management - SPCH101 Oral Communications - CACC101 Financial Accounting - CBUS203 Business Law I - CACC105 Managerial Accounting

<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>Partnership opportunities exist with area businesses, current and newly opened.</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>Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> ● Students may be eligible to participate in TRIO if they are currently enrolled at DACC (full-time or part-time), are a United States citizen or have permanent residency status and meet one or more of the program eligibility criteria. ● Open student computer labs on campus ● Technology Education Loan Program (TELP)
<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 Emily Crain is a member of the Illinois Business Educators Association (IBEA).</p> <p>Upcoming professional development includes attending the 62nd Financial Literacy and Economic Education conference (September 2023).</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 several Management Certificate courses, different online learning platforms are used, such as Connect, MyEconLab, and Cengage. While most programs that are used in the course are different, it requires students to be flexible in their coursework, similar to what they would experience in the workplace. Students have access to technology both on and off campus.</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 of technology was assessed. The assessment activity was deliberately chosen to assess students' ability to use technology in the Connect program regarding questions centered around the global marketplace. In the first round of assessments, roughly 60% of students were considered competent or higher.</p> <p>The results of this assessment confirm that students weren't completely comfortable using the technology early on in the semester. In response to this, I pushed the module later on in the assessment and had students complete the assessment activity again after having similar assessment activities earlier in the</p>

	<p>semester. In the second round of assessment, 88% of students were considered competent or above.</p> <p>It is worth noting that most students in the second round of assessment had taken at least one other business course prior to being in this particular section. This could indicate that they were more comfortable with the technology used than the previous students.</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 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 for potential job placement. Faculty/student discussions regarding 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, work-based learning, employment trends, industry credentials, as well as other topics.</p> <p>Former students are invited to provide insight on classroom to workplace transition and preparation. Together, program faculty, employers, and graduates discuss possible gaps in instruction and brainstorm steps to move forward.</p> <p>Committee engagement could be improved by involving a wider variety of employers and more graduates.</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 Business Advisory Committee provides input on program curriculum, equipment, and industry demand/opportunities. Internships, work-based learning opportunities, and paid learning experiences are also discussed regularly by the advisory committee.</p> <p>Program faculty review curriculum with industry partners to ensure technology and content of the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment with a variety of public and private industries.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction</p>	<p>In addition to the certificate, local employers have expressed interest in the creation of a Management degree. During the last advisory board meeting, curriculum was reviewed and resulted in the proposal of a Business Management AAS degree. The degree</p>

information collected?	has been approved internally through the Curriculum Committee and with the Dean of Business awaiting ICCB submission.
3.25 What are the program's strengths?	Some program strengths include: <ul style="list-style-type: none"> • Qualified full-time faculty members teach curriculum courses; lead Associate Professor Emily Crain holds an MBA • Collaboration with local employers resulted in submission of a new Business Management AAS degree
3.26 What are the identified or potential weaknesses of the program?	Identified program weaknesses include: <ul style="list-style-type: none"> • Low program enrollment • Lack of approved AAS degree (currently in approval process) • Weakened Advisory Board Committee post-Covid
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Actions to consider: <ul style="list-style-type: none"> • Completion of degree approval through ICCB • Increase in industry partnerships to improve Advisory Board participation and insight

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	Management				
CIP Code	52.0204				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	2	1	0	1	1
Number of Completers	1	1	0	0	1
Other (Please identify)	FY 18	FY 19	FY 20	FY 21	FY 22
<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 Management certificate enrollment and completion rates.</p> <p>Program data was disaggregated for the business programs by the following categories: gender, race, pell eligible, accommodations received, and age. For disaggregation the data included total enrollment for Business Administrative Technology AAS.</p> <p>The disaggregated data show students are mostly female, ranging from 80%-92.9% of the years reviewed. Roughly three-fourths of the students (62.5%-77.8%) identify as white. The ratio of African American students increased from FY18 to FY22 from 15% to 28.1%, while the number of Hispanic students averaged 5.48% with the highest rate (5%) in FY18 and the lowest rate (0%) in FY22. The majority of the students are over age 25, ranging from 62.5%-71.4% throughout the five years. Roughly one quarter of the students are between the ages of 20-25yrs, and only an average of 11.92% are under 20yrs. During the five year span, the pell eligibility ratio slowly shifted. FY18 included 70% pell eligible students with a steady decline to 46.9% pell eligible students in FY22. The majority of students (90%-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 continued to revise the program to meet workforce needs. Initiatives such as the ICAPS program as mentioned above, have helped bridge the gap from school to employment. Additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and the college.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> Completion Rates: FY18 50% FY19 100% FY20 0% FY21 0% FY22 100% The pandemic likely played a role in the FY20 and FY21 results; however, the college will monitor these rates moving forward Retention Rates: With the exception of FY20 at 0%, every year has a 100% retention rate from fall to spring. Fall to fall retention rates are lower than fall to spring, with 0% for FY19, FY20, and FY22. However, rates for FY18 and FY21 were 100%. 				

<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>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>From the data above, the college may want to review retention efforts on fall to fall enrollment to encourage continued enrollment in the Business Administrative Technology program.</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"> <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>Although the program is currently experiencing low enrollment rates, it is cost effective for the college. Continuing the Management program with focus on the below action steps will help strengthen the opportunity for additional students and program growth.</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. Finalize Business Management AAS approval - the split of marketing and management courses created the opportunity for more field specific AAS <ol style="list-style-type: none"> a. Degree proposal has been developed by program faculty, discussed at advisory board, and approved through Curriculum

	<ul style="list-style-type: none"> Committee b. Complete feasibility study (<i>Dean of Business & Technology</i>) c. Submit for ICCB approval <p>2. Review Management Certificate Credit Hours - the current certificate sits at 31 credit hours; this will be reviewed to ensure all courses are relevant and necessary for certificate level</p> <ul style="list-style-type: none"> a. Program faculty review certificate for any recommended changes b. Advisory Board review certificate for input c. If changes indicated: send for approval through Curriculum Committee <p>3. Strengthen employer relationships - efforts will begin immediately and continue throughout the following academic years</p> <ul style="list-style-type: none"> a. Recruit more participants for the program Advisory Board b. Discuss opportunities for possible work study opportunities <p>4. Boost student recruitment efforts - this will take place upon degree approval and continue throughout the following academic years</p> <ul 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 through dual enrollment c. Collaborate with marketing department on potential marketing campaigns
<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>Many of the program courses include textbook fees within the tuition, which eliminates barriers for students unable to purchase books. All students have books available to them on the first day of class.</p> <p>Many of the courses require technology and/or software to complete. Lower socioeconomic students often do not have the financial resources to pay for these items. For this reason, on-campus labs are provided with all the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as desired.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the Division Dean, DACC marketing department, college recruiter, and audio/visual</p>

		department, and the Curriculum Committee. External resources will likely include a variety of local employers.
Responsibility Who is responsible for completing or implementing the modifications?		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.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2022-2023

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 Office Assistant	Cert	17	52.0401	

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 Learning Outcomes

- Students will develop communication skills (written, oral, and electronic) needed to analyze a business situation, problem, or opportunity and support the effectiveness of the business office.
- Students will utilize technology to optimize business performance, while recognizing the ever-changing impact technology has on the business industry.
- Students will demonstrate effective leadership and collaboration skills needed to make critical decisions, accomplish functional, organizational, and professional goals.

Possible Occupations:

- Office Manager
- Administrative Assistant/General Secretary
- Administrative Support Workers

<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"> ● Continue to recruit non-traditional students <ul style="list-style-type: none"> ○ Ongoing: various efforts of recruiting students have been made, including but not limited to marketing efforts such as live radio shows and social media posts. Recruitment at the high school level has occurred through the College Express dual-credit program. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program. ● Invest in software and hardware <ul style="list-style-type: none"> ○ The lab has upgraded to Office 365 and Windows 10. In addition to software updates, new equipment has been purchased including an all-in-one machine for copying, printing, scanning, and faxing. Multi-line phones for 5 workstations and an upgrade to Windows 11 has been approved and are scheduled for install Summer 2023. ● Implement new curriculum changes <ul style="list-style-type: none"> ○ The program curriculum was drastically updated 2018-2019, which included a degree name switch from Administrative Professional to Business Administrative Technology. This certificate falls under that parent degree. The curriculum was updated to include more technology skills. Since then, changes to the courses in this certificate include the following: The 1 credit hour course BOFF 108 Ethics in the Workplace was dissolved into the 3 credit

	<p>hour BOFF 135 Business Etiquette and Ethics. The addition of BOFF 130 Computer Essentials was added to the first semester sequence to better prep students for the remaining computer courses. Curriculum changes are continuously discussed between program faculty and the Advisory Board.</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 ● Ashley Hargrove; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. A. Hargrove provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. 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

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>Pre-requisites or placement scores were not analyzed as part of this review specifically.</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 17 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 information.</p>	<p>As of January 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated compound growth:</p> <ul style="list-style-type: none"> ● <i>Office Manager</i>: show an annual compound growth within our region of -0.2% and -0.1% in Illinois ● <i>Administrative Assistant/General Secretary</i>: show an annual compound growth within our region of -1.8% and -0.9% in Illinois ● <i>Office Support Workers</i>: show an annual compound growth within our region of -0.2% and -0.1% in Illinois <p>* <i>Regional data projection 2018-2028; State data projection 2020-2023</i> * <i>Data excludes legal, medical, and virtual positions</i></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 for our region and 2020-2023 for the state. In addition to these statistics, local administrators have expressed interest in creating their own on-the-job training opportunities for their employees. Moving forward, communication between the college and local organizations will be essential to project employment outlook, graduate job placement, and the exploration of potential job training partnerships.</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</p>

	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. The specific pipeline of students for the Business Administrative Technology program includes area high school students, G.E.D. students, and local citizens currently in office roles.</p> <p>Currently, additional efforts are being made to recruit high school students through the College Express programs. High school students enrolled in this program have the potential to graduate with four major specific courses for the Business Administrative Technology AAS degree, two of those courses are also included in the Office Assistant certificate. The hope is for students to transfer right into full-time DACC students to finish the certificate or degree curriculum.</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 division, curriculum committee, assessment team, 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. Program employment projections show a decrease in employment. Organizations are leaning to implement internal training programs. With technology advancements and the pandemic push of remote work, the use of virtual assistants may be contributing to the decline of local openings.</p> <p>Actions to consider:</p> <ul style="list-style-type: none"> ● It will be important for Danville Area Community

	<p>College to strengthen relationships with local organizations and employees in order to develop an additional pipeline of students into the program.</p> <ul style="list-style-type: none"> ● Training partnerships with local employers promoting professional development and college credit should be explored ● Additional research on the use, preparation, and job placement for virtual assistants should be explored to determine if curriculum updates are necessary to prep students and for possible employer partnerships 																		
<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 includes one full-time faculty salary and benefits packages. Additional costs include instructional supplies, faculty professional development and travel, publications and dues, and maintenance services. Credits include tuition and course fees.</p> <p>The business program has a positive net income percent for the last five years.</p> <table border="1" data-bbox="781 1224 1528 1633"> <thead> <tr> <th>Fiscal Year</th> <th>Credit Hours</th> <th>Net Income Percent</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>3017</td> <td>71.4%</td> </tr> <tr> <td>2019</td> <td>2679</td> <td>53.6%</td> </tr> <tr> <td>2020</td> <td>2619</td> <td>25.5%</td> </tr> <tr> <td>2021</td> <td>2277</td> <td>65.7%</td> </tr> <tr> <td>2022</td> <td>2031</td> <td>47.0%</td> </tr> </tbody> </table> <p>These percentages are somewhat higher than other comparable CTE programs such as Medical Office, Marketing and Management.</p> <p>The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have</p>	Fiscal Year	Credit Hours	Net Income Percent	2018	3017	71.4%	2019	2679	53.6%	2020	2619	25.5%	2021	2277	65.7%	2022	2031	47.0%
Fiscal Year	Credit Hours	Net Income Percent																	
2018	3017	71.4%																	
2019	2679	53.6%																	
2020	2619	25.5%																	
2021	2277	65.7%																	
2022	2031	47.0%																	

	<p>been requested to be 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 percentage of the program was 52.64%.</p> <p>Even though the specific program enrollment is low, the curriculum includes a few gateway courses for additional programs which provides extra financial support for the program.</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 recently been requested for equipment/supplies as well as professional development and training. Additional funds are expected to be requested for classroom lab updates and faculty professional development in upcoming fiscal years. Should grant funds be removed, these expenses will be reevaluated and considered under 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. Student cost for this program is comparable to other business 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.</p>

<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>At this time, the program is cost-effective. As mentioned above, the program houses gateway courses for other programs which helps the program’s cost-effectiveness.</p> <p>Expenses for the program are minimal and do not currently require review. However, continued recruitment and partnership efforts will be prioritized to help increase student enrollment and total credit hours within the specific program.</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 foundation donors 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>Program courses are offered in traditional face-to-face, hybrid, and online formats. Most courses are offered as both hybrid and online formats. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p> <p>Courses are offered in 8-week terms. Some courses are also offered in 16-week formats to accommodate the College Express dual credit program and students taking elective courses for other business majors.</p> <p>Assessment data is and will continue to 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 Ashley Hargrove, 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.</p>

	<p>Institutional data and trends are shared by the office of Institutional Research 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>Yes, the parent-degree program, Business Administrative Technology, met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023.</p> <p>Strengths include work-based learning and team/group activities in most courses, student internships and workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include updates needed to modernize the classroom lab and more closely align to an average workplace environment. Program faculty plan to request classroom lab updates as part of the FY 24 budget request process.</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</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 stackable certificates fall under the parent degree of Business Administrative Technology AAS. These certificates include Office Assistant and Advanced Office Assistant. The certificates and degree provide various exit points for the program.</p> <p>Through the College Express program, high school students have the option to enroll in dual credit courses. If a student</p>

<p>no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>participates in College Express the following courses could be completed for this certificate:</p> <p>BOFF 265: Virtual Technology for Business BOFF 125: Business Communication Strategies</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>Students complete coursework in office management, social media, and graphic design to prepare them for various types of administrative support roles in many different organizations. Administrative support roles have expanded dramatically to include not only ensuring the daily office tasks are managed, but also producing various types of business communications and publications, using advanced technology and office equipment, using social media, managing projects, providing customer service, assisting with financial and human resources tasks, managing physical and electronic records, and planning meetings, events, and travel. Students are better prepared for more administrative support jobs that include complex tasks within organizations after completing the Business Administrative Technology 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 is offered for some Business Administrative Technology courses through the College Express program, dual enrollment of online coursework offered by DACC faculty, and through partnerships with local high schools with courses offered by qualified high school faculty.</p> <p>The following courses included in this certificate and prioritized for dual credit offerings include: BOFF 265: Virtual Technology for Business BOFF 125: Business Communication Strategies BOFF 225: Spreadsheet Applications BOFF 125: Business Communication Strategies</p> <p>Challenges that were discovered when developing dual credit opportunities for students at the local high schools with Microsoft Office application courses included students not adequately prepared for the rigor or fast-pace of the program courses in these areas. Many high school students have little or no experience with these applications. The program faculty,</p>

	<p>with input from local high school faculty, redesigned and developed the following introduction courses: BOFF 228: Intro to Word BOFF 126: Intro to Excel BOFF 127: Intro to PowerPoint</p> <p>These introduction courses allow students to learn essential skills at a slower pace while still gaining knowledge needed for employment. These courses are also used outside of dual credit as elective options for students outside of the Business Administrative Technology program that require basic application knowledge. Students entering the Business Administrative Technology program with very little or no experience with computer applications are also advised to consider taking the introduction courses when needed.</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>Of the courses included in the Office Assistant certificate, no work-based learning opportunities are currently offered. However, these opportunities do exist under the parent degree, Business Administrative Technology AAS.</p> <p>Work-based learning opportunities can be further improved by offering internships throughout program participation and through activities such as job shadowing. Program faculty plan to explore these options through partnerships with industry partners in the future.</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>No, 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>At this time, there are no industry-recognized credentials embedded within the program. However, program faculty are considering incorporating the optional industry certifications into the program: Microsoft Office Specialist Professional Administrative Certification of Excellence (PACE) certification</p> <p>Research, exploration, and gathering of input from industry partners are planned for these options in the future.</p>

<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available 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>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>At this time, no articulation agreements are in place for this certificate.</p> <p>Program faculty have started the process of establishing articulation agreements for transferability select program courses. Faculty are also coordinating with the Transfer Articulation Coordinator to establish the Business Administrative Technology AAS degree with the Southern Illinois University Step Ahead program to expand options for students in the program.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Advisory council participation has been expanded since the last program review to include a variety of stakeholders. Program graduates along with industry partners from both private and public sectors have been engaged more to actively participate with the committee. Industry needs can vary significantly between public and private sector organizations and should be represented in program curriculum. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs, provide more opportunity for innovation in the Business Administrative Technology program. Another partnership opportunity is with Adult Education in offering a Business Administrative Technology ICAPS offering in the future. A certificate was developed and proposed by program faculty and is currently with the Dean of Business and Technology for feasibility study</p>

	and submission to ICCB for approval.
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Technology is a major component of the Business Administrative Technology program. Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> ● Students may be eligible to participate in TRIO if they are currently enrolled at DACC (full-time or part-time), are a United States citizen or have permanent residency status and meet one or more of the program eligibility criteria. ● Open student computer labs on campus ● Technology Education Loan Program (TELP)
<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 Ashley Hargrove is a member of the Illinois Business Educators Association (IBEA), Illinois Association for Career and Technical Education (IACTE), and the Society for Human Resource Management (SHRM).</p> <p>Professional development specific to cooperative education is planned for Summer 2023. Program faculty will participate in graduate coursework through Illinois State University to expand</p>

	<p>expertise with organization and administration of cooperative education and coordination techniques of cooperative education programs.</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>Upcoming technology updates include updating both curriculum and classroom technology to offer instruction in Windows 11 and Microsoft Office 365/2021 version. These updates will take place over Summer 2023 with changes reflected in Fall 2023 course offerings.</p> <p>Recent office equipment updates to the classroom lab include an all-in-one machine for lab activities involving making copies, scanning, and faxing and multi-line phones for workstations. Additional equipment purchases and classroom lab updates will be requested to create a learning environment that more closely resembles an office environment and more effectively supports teamwork/collaboration during instruction.</p> <p>In several Business Administrative Technology courses, applications such as Microsoft Outlook, Teams, and similar applications are used to teach technology frequently used in the workplace. However, students are either unable to access these applications on campus or cannot fully practice essential skills due to restrictions set by the IT department. Program faculty are working with the Dean of Business and Technology and the Chief Information Technology Officer to resolve these concerns and ensure students have access to technology both on and off campus.</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</p>

	<p>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 of technology was assessed. The assessment activity was deliberately chosen to assess students' ability to use technology to optimize business performance. In the first round of assessments, roughly 75% of students were considered competent or higher.</p> <p>The results of this assessment confirm that students often struggle to effectively use technology in a professional environment even with personal technology experience before entering the program. This supports the need for every BAT student to complete BOFF 130: Computer Essentials early in the program to build knowledge of how computer applications work and file management skills prior to being introduced to office and business applications. The results also show that students are progressing with technological proficiency as they advance in the program curriculum.</p> <p>Students taking online courses are often more comfortable using technology than students enrolled in face-to-face or hybrid courses in the program, which is shown in the assessment results. Students in hybrid courses may need additional</p>

	<p>opportunities for both guided and independent practice; the assessment results indicate hybrid students received lower levels of competency with independent use than online students. It can be difficult for students to transition from completing step-by-step directions for a technology task to creating business files using computer applications when given a common workplace scenario that involves applying technology. This could be improved by possibly piloting a flipped model approach and/or by offering weekly open lab times to offer more opportunities for guided and independent practice with the instructor present.</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. Throughout the year, local employers reach out to A. Hargrove 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>The Business Advisory Committee provides input on program curriculum, equipment, and industry demand/opportunities. Internships, work-based learning opportunities, and paid learning experiences are also discussed regularly by the advisory committee.</p> <p>Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment with a variety of administrative support roles in both public and private industries.</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>	<ul style="list-style-type: none"> ● Comprehensive curriculum that prepares students for administrative support careers in a variety of professional offices is a strength of the program. Certificate graduates have career opportunities available in a variety of offices, including virtual assistant opportunities. ● Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face. In many cases, students also have the option of 8 week or 16 week sections. ● The program's stackable credentials is an excellent opportunity for students. Completers of the Office Assistant Certificate are able to continue forward to the Advanced Office Assistant Certificate and ultimately the Business Administrative Technology AAS.
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Low enrollment has been a challenge within the program. Creating stronger partnerships with industry partners and increased recruitment activities will be pursued to address this weakness and provide local employers with a sufficient number of well-qualified applicants.</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>

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 Office Assistant				
CIP Code	52.0401				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	2	1	1	1
Number of Completers	1	1	1	0	1
Other (Please identify)	FY 18	FY 19	FY 20	FY 21	FY 22
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. It may also be	<p>The above data is reflective of the program's 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 Business Administrative Technology AAS.</p> <p>The disaggregated data show students are mostly female, ranging from 80%-92.9% of the years reviewed. Roughly three-fourths of the students (62.5%-77.8%) identify as white. The ratio of African American students increased from FY18 to FY22 from 15% to 28.1%, while the number of Hispanic students averaged 5.48% with the highest rate (5%) in FY18 and the lowest rate (0%) in FY22. The majority of the students are over age 25, ranging from 62.5%-71.4% throughout the five years. Roughly one quarter of the</p>				

<p>appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>students are between the ages of 20-25yrs, and only an average of 11.92% are under 20yrs. During the five year span, the pell eligibility ratio slowly shifted. FY18 included 70% pell eligible students with a steady decline to 46.9% pell eligible students in FY22. The majority of students (90%-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 continued to revise the program to meet workforce needs. Additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and the college.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> ● Completion Rates: FY18 100% FY19 50% FY20 100% FY21 0% FY22 100% The pandemic likely played a role; however, the college will monitor these rates moving forward ● Retention Rates: Fall to Spring Retention is as follows: FY18 100% FY19 50% FY20 100% FY21 0% FY22 0% ● Retention Rates: Fall to Fall Retention is as follows: FY18 0% FY19 50% FY20 0% FY21 100% FY22 0%
<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>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>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</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</p>

	explain.	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.	Although the program is currently experiencing low enrollment rates, it is cost effective for the college. Continuing the Business Administrative Technology program with focus on the below action steps will help strengthen the opportunity for additional students and program growth.
	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. Strengthen employer relationships - efforts will begin during the immediately 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 for on-the-job training programs with local employers c. Explore virtual assistant positions/employers for possible curriculum update and work study opportunities 2. 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
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	At this time, program objectives are being met. No action steps required.

	<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 often do not have the financial resources to pay for the technology necessary to complete certain courses within the program. For this reason, the classroom is equipped as a lab with all the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as desired.</p> <p>Many of the program courses include textbook fees within the tuition, which eliminates barriers for students unable to purchase books. All students have books available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
	<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the Division Dean, DACC marketing department, college recruiter, and audio/visual department. External resources will likely include a variety of local 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>

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2022-2023

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
Office Assistant	Cert	17	52.0401	

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 Learning Outcomes

- Students will examine ethical principles that allow them to work respectfully, ethically, and professionally with people of diverse backgrounds.
- Students will utilize technology to optimize business performance, while recognizing the ever-changing impact technology has on the business industry.

Possible Occupations:

- Administrative Assistant/General Secretary
- Administrative Support Workers

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 by the faculty on an annual basis. Student learning assessment

<p><i>assessment of students 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>Past review action items included:</p> <ul style="list-style-type: none"> ● Continue to recruit non-traditional students <ul style="list-style-type: none"> ○ Ongoing: various efforts of recruiting students have been made, including but not limited to marketing efforts such as live radio shows and social media posts. Recruitment at the high school level has occurred through the College Express dual-credit program. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program. ● Invest in software and hardware <ul style="list-style-type: none"> ○ The lab has upgraded to Office 365 and Windows 10. In addition to software updates, new equipment has been purchased including an all-in-one machine for copying, printing, scanning, and faxing. Multi-line phones for 5 workstations and an upgrade to Windows 11 has been approved and are scheduled for install Summer 2023. ● Implement new curriculum changes <ul style="list-style-type: none"> ○ The program curriculum was drastically updated 2018-2019, which included a degree name switch from Administrative Professional to Business Administrative Technology. This certificate falls under that parent degree. The curriculum was updated to include more technology skills. Since then, changes to the courses in this certificate include the following: The 1 credit hour course BOFF 108 Ethics in the Workplace was dissolved into the 3 credit hour BOFF 135 Business Etiquette and Ethics. The addition of BOFF 130 Computer Essentials was added to the first semester sequence to better prep students for the remaining computer courses. Curriculum changes are continuously discussed between program faculty and the Advisory Board.

<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 ● Ashley Hargrove; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. A. Hargrove provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. 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>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 17 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 information.</p>	<p>As of January 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated compound growth:</p> <ul style="list-style-type: none"> ● <i>Administrative Assistant/General Secretary</i>: show an annual compound growth within our region of -1.8% and -0.9% in Illinois ● <i>Office Support Workers</i>: show an annual compound growth within our region of -0.2% and -0.1% in Illinois <p>* <i>Regional data projection 2018-2028; State data projection 2020-2023</i> * <i>Data excludes legal, medical, and virtual positions</i></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 for our region and 2020-2023 for the state. In addition to these statistics, local administrators have expressed interest in creating their own on-the-job training opportunities for their employees. Moving forward, communication between the college and local organizations will be essential to project employment outlook, graduate job placement, and the exploration of potential job training partnerships.</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 Business Administrative Technology program includes area high school students, G.E.D. students, and local citizens currently in office roles.</p> <p>Currently, additional efforts are being made to recruit high school students through the College Express programs. High school students enrolled in this program have the potential to graduate with four major specific courses for the Business Administrative Technology AAS degree, two of those courses are also included in the Office Assistant certificate. The hope is for students to transfer right into full-time DACC students to finish the certificate or degree curriculum.</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 division, curriculum committee, assessment team, 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. Program employment projections show a decrease in employment. Organizations are leaning to the implementation of internal training programs. With technology advancements and the pandemic push of remote work, the use of virtual assistants may be contributing to the decline of local openings.</p> <p>Actions to consider:</p> <ul style="list-style-type: none"> ● It will be important for Danville Area Community College to strengthen relationships with local organizations and employees in order to develop an additional pipeline of students for BAT program. ● Training partnerships with local employers promoting

	<p>professional development and college credit should be explored</p> <ul style="list-style-type: none"> • Additional research on the use, preparation, and job placement for virtual assistants should be explored to determine if curriculum updates are necessary to prep students and for possible employer partnerships 																		
<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 includes one full-time faculty salary and benefits packages. Additional costs include instructional supplies, faculty professional development and travel, publications and dues, and maintenance services. Credits include tuition and course fees.</p> <p>The business program has a positive net income percent for the last five years.</p> <table border="1" data-bbox="781 1108 1528 1518"> <thead> <tr> <th>Fiscal Year</th> <th>Credit Hours</th> <th>Net Income Percent</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>3017</td> <td>71.4%</td> </tr> <tr> <td>2019</td> <td>2679</td> <td>53.6%</td> </tr> <tr> <td>2020</td> <td>2619</td> <td>25.5%</td> </tr> <tr> <td>2021</td> <td>2277</td> <td>65.7%</td> </tr> <tr> <td>2022</td> <td>2031</td> <td>47.0%</td> </tr> </tbody> </table> <p>These percentages are somewhat higher than other comparable CTE programs such as Medical Office, Marketing and Management.</p> <p>The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested to be used for equipment costs and professional development.</p>	Fiscal Year	Credit Hours	Net Income Percent	2018	3017	71.4%	2019	2679	53.6%	2020	2619	25.5%	2021	2277	65.7%	2022	2031	47.0%
Fiscal Year	Credit Hours	Net Income Percent																	
2018	3017	71.4%																	
2019	2679	53.6%																	
2020	2619	25.5%																	
2021	2277	65.7%																	
2022	2031	47.0%																	

<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage of the program was 52.64%.</p> <p>Even though the specific program enrollment is low, the curriculum includes a few gateway courses for additional programs which provides extra financial support for the program.</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 recently been requested for equipment/supplies as well as professional development and training. Additional funds are expected to be requested for classroom lab updates and faculty professional development in upcoming fiscal years. Should grant funds be removed, these expenses will be reevaluated and considered under 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. Student cost for this program is comparable to other business 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.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>At this time, the program is cost-effective. As mentioned above, the program houses gateway courses for other programs which helps the program's cost-effectiveness.</p> <p>Expenses for the program are minimal and do not currently require review. However, continued recruitment and partnership efforts will be prioritized to help increase student enrollment and total credit hours within the specific program.</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 foundation donors 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>Program courses are offered in traditional face-to-face, hybrid, and online formats. Most courses are offered as both hybrid and online formats. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p> <p>Courses are offered in 8-week terms. Some courses are also offered in 16-week formats to accommodate the College Express dual credit program and students taking elective courses for other business majors.</p> <p>Assessment data is and will continue to 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 Ashley Hargrove, 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 Research 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,</p>

	<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>Yes, the parent-degree program, Business Administrative Technology, met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023.</p> <p>Strengths include work-based learning and team/group activities in most courses, student internships and workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include updates needed to modernize the classroom lab and more closely align to an average workplace environment. Program faculty plan to request classroom lab updates as part of the FY 24 budget request process.</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 stackable certificates fall under the parent degree of Business Administrative Technology AAS. These certificates include Office Assistant and Advanced Office Assistant. The certificates and degree provide various exit points for the program.</p> <p>Through the College Express program, high school students have the option to enroll in dual credit courses. If a student participates in College Express, the following courses could be completed for this certificate:</p> <p>BOFF 135: Business Etiquette and Ethics</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>Students complete coursework in office management, social media, and graphic design to prepare them for various types of administrative support roles in many different organizations. Administrative support roles have expanded dramatically to</p>

	<p>include not only ensuring the daily office tasks are managed, but also producing various types of business communications and publications, using advanced technology and office equipment, using social media, managing projects, providing customer service, assisting with financial and human resources tasks, managing physical and electronic records, and planning meetings, events, and travel. Students are better prepared for more administrative support jobs that include complex tasks within organizations after completing the Business Administrative Technology 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 is offered for some Business Administrative Technology courses through the College Express program, dual enrollment of online coursework offered by DACC faculty, and through partnerships with local high schools with courses offered by qualified high school faculty.</p> <p>The following courses included in this certificate and prioritized for dual credit offerings include: BOFF 135: Business Etiquette and Ethics ENGL 121: Rhetoric and Composition</p> <p>Challenges that were discovered when developing dual credit opportunities for students at the local high schools with Microsoft Office application courses included students not adequately prepared for the rigor or fast-pace of the program courses in these areas. Many high school students have little or no experience with these applications. The program faculty, with input from local high school faculty, redesigned and developed the following introduction courses: BOFF 228: Intro to Word BOFF 126: Intro to Excel BOFF 127: Intro to PowerPoint</p> <p>These introduction courses allow students to learn essential skills at a slower pace while still gaining knowledge needed for employment. These courses are also used outside of dual credit as elective options for students outside of the Business Administrative Technology program that require basic application knowledge. Students entering the Business Administrative Technology program with very little or no experience with computer applications are also advised to consider taking the introduction courses when needed.</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>Of the courses included in the Office Assistant certificate, no work-based learning opportunities are currently offered. However, these opportunities do exist under the parent degree, Business Administrative Technology AAS.</p> <p>Work-based learning opportunities can be further improved by offering internships throughout program participation and through activities such as job shadowing. Program faculty plan to explore these options through partnerships with industry partners in the future.</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>No, 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>At this time, there are no industry-recognized credentials embedded within the program. However, program faculty are considering incorporating the optional industry certifications into the program: Microsoft Office Specialist Professional Administrative Certification of Excellence (PACE) certification</p> <p>Research, exploration, and gathering of input from industry partners are planned for these options in the future.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available 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>N/A</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>At this time, no articulation agreements are in place for this certificate.</p> <p>Program faculty have started the process of establishing articulation agreements for transferability select program courses. Faculty are also coordinating with the Transfer Articulation Coordinator to establish the Business Administrative Technology AAS degree with the Southern Illinois University Step Ahead program to expand options for students in the program.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Advisory council participation has been expanded since the last program review to include a variety of stakeholders. Program graduates along with industry partners from both private and public sectors have been engaged more to actively participate with the committee. Industry needs can vary significantly between public and private sector organizations and should be represented in program curriculum. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs, provide more opportunity for innovation in the Business Administrative Technology program. Another partnership opportunity is with Adult Education in offering a Business Administrative Technology ICAPS offering in the future. A certificate was developed and proposed by program faculty and is currently with the Dean of Business and Technology for feasibility study and submission to ICCB for approval.</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>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Technology is a major component of the Business Administrative Technology program. Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> • Students may be eligible to participate in TRIO if they are currently enrolled at DACC (full-time or part-time), are a United States citizen or have permanent residency status and meet one or more of the program eligibility criteria.

	<ul style="list-style-type: none"> ● Open student computer labs on campus ● Technology Education Loan Program (TELP)
<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 Ashley Hargrove is a member of the Illinois Business Educators Association (IBEA), Illinois Association for Career and Technical Education (IACTE), and the Society for Human Resource Management (SHRM).</p> <p>Professional development specific to cooperative education is planned for Summer 2023. Program faculty will participate in graduate coursework through Illinois State University to expand expertise with organization and administration of cooperative education and coordination techniques of cooperative education programs.</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>Upcoming technology updates include updating both curriculum and classroom technology to offer instruction in Windows 11 and Microsoft Office 365/2021 version. These updates will take</p>

	<p>place over Summer 2023 with changes reflected in Fall 2023 course offerings.</p> <p>Recent office equipment updates to the classroom lab include an all-in-one machine for lab activities involving making copies, scanning, and faxing and multi-line phones for workstations. Additional equipment purchases and classroom lab updates will be requested to create a learning environment that more closely resembles an office environment and more effectively supports teamwork/collaboration during instruction.</p> <p>In several Business Administrative Technology courses, applications such as Microsoft Outlook, Teams, and similar applications are used to teach technology frequently used in the workplace. However, students are either unable to access these applications on campus or cannot fully practice essential skills due to restrictions set by the IT department. Program faculty are working with the Dean of Business and Technology and the Chief Information Technology Officer to resolve these concerns and ensure students have access to technology both on and off campus.</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 of technology was assessed. The assessment activity was deliberately chosen to assess students' ability to use technology to optimize business performance. In the first round of assessments, roughly 75% of students were considered competent or higher.</p> <p>The results of this assessment confirm that students often struggle to effectively use technology in a professional environment even with personal technology experience before entering the program. This supports the need for every BAT student to complete BOFF 130: Computer Essentials early in the program to build knowledge of how computer applications work and file management skills prior to being introduced to office and business applications. The results also show that students are progressing with technological proficiency as they advance in the program curriculum.</p> <p>Students taking online courses are often more comfortable using technology than students enrolled in face-to-face or hybrid courses in the program, which is shown in the assessment results. Students in hybrid courses may need additional opportunities for both guided and independent practice; the assessment results indicate hybrid students received lower levels of competency with independent use than online students. It can be difficult for students to transition from completing step-by-step directions for a technology task to creating business files using computer applications when given a common workplace scenario that involves applying technology. This could be improved by possibly piloting a flipped model approach and/or by offering weekly open lab times to offer more opportunities for guided and independent practice with the instructor present.</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. Throughout the year, local employers reach out to A. Hargrove requesting student referrals for potential hire, discussions with students regarding these opportunities upon graduation happen</p>

	frequently.
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, 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>
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<p>The Business Advisory Committee provides input on program curriculum, equipment, and industry demand/opportunities. Internships, work-based learning opportunities, and paid learning experiences are also discussed regularly by the advisory committee.</p> <p>Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment with a variety of administrative support roles in both public and private industries.</p>
3.24 How satisfied are employers in the preparation of the program’s graduates? 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.</p>
3.25 What are the program’s strengths?	<ul style="list-style-type: none"> ● Comprehensive curriculum that prepares students for administrative support careers in a variety of professional offices is a strength of the program. Certificate graduates have career opportunities available in a variety of offices, including virtual assistant opportunities. ● Courses are offered in a variety of modalities including online, hybrid, and traditional face-to-face. In many cases, students also have the option of 8 week or 16 week sections.

	<ul style="list-style-type: none"> The program's stackable credentials is an excellent opportunity for students. Completers of the Office Assistant Certificate are able to continue forward to the Advanced Office Assistant Certificate and ultimately the Business Administrative Technology AAS.
3.26 What are the identified or potential weaknesses of the program?	Low enrollment has been a challenge within the program. Creating stronger partnerships with industry partners and increased recruitment activities will be pursued to address this weakness and provide local employers with a sufficient number of well-qualified applicants.
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	Office Assistant				
CIP Code	52.0401				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	4	1	2	2	1
Number of Completers	4	1	2	1	1
Other (Please identify)	FY 18	FY 19	FY 20	FY 21	FY 22
<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 program’s 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 Business Administrative Technology AAS.</p> <p>The disaggregated data show students are mostly female, ranging from 80%-92.9% of the years reviewed. Roughly three-fourths of the students (62.5%-77.8%) identify as white. The ratio of African American students increased from FY18 to FY22 from 15% to 28.1%, while the number of Hispanic students averaged 5.48% with the highest rate (5%) in FY18 and the lowest rate (0%) in FY22. The majority of the students are over age 25, ranging from 62.5%-71.4% throughout the five years. Roughly one quarter of the students are between the ages of 20-25yrs, and only an average of 11.92% are under 20yrs. During the five year span, the pell eligibility ratio slowly shifted. FY18 included 70% pell eligible students with a steady decline to 46.9% pell eligible students in FY22. The majority of students (90%-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 continued to revise the program to meet workforce needs. Additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and the college.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> ● Completion Rates: FY18 100% FY19 100% FY20 100% FY21 50% FY22 100% The pandemic likely played a role; however, the college will monitor these rates moving forward ● Retention Rates: Fall to Spring Retention is as follows: FY18 100% FY19 0% FY20 100% FY21 50% FY22 0% ● Retention Rates: Fall to Fall Retention is as follows: FY18 100% 				

	FY19 0% FY20 100% FY21 100% FY22 0%
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>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>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>
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	<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.	Although the program is currently experiencing low enrollment rates, it is cost effective for the college. Continuing the Business Administrative Technology program with focus on the below action steps will help strengthen the opportunity for additional students and program growth.

	<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. Strengthen employer relationships - efforts will begin immediately 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 for on-the-job training programs with local employers c. Explore virtual assistant positions/employers for possible curriculum update and work study opportunities 2. 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>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 often do not have the financial resources to pay for the technology necessary to complete certain courses within the program. For this reason, the classroom is equipped as a lab with all the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as desired.</p> <p>Many of the program courses include textbook fees within the tuition, which eliminates barriers for students unable to purchase books. All students have books available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
	<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the Division Dean, DACC marketing department, college recruiter, and audio/visual department. External resources will likely include a variety of local employers.</p>

	Responsibility Who is responsible for completing or implementing the modifications?	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.
--	---	--

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2022-2023

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
Business Administrative Technology	Degree	62	52.0402	<ul style="list-style-type: none"> ● Office Assistant Certificate ● Advanced Office Assistant Certificate

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 Learning Outcomes

- Students will examine ethical principles that allow them to work respectfully, ethically, and professionally with people of diverse backgrounds.
- Students will develop communication skills (written, oral, and electronic) needed to analyze a business situation, problem, or opportunity and support the effectiveness of the business office.
- Students will utilize technology to optimize business performance, while recognizing the ever-changing impact technology has on the business industry.
- Students will demonstrate effective leadership and collaboration skills needed to make critical decisions, accomplish functional, organizational, and professional goals.
- Students will utilize management principles and functions effectively within an office environment role (Office Management)
- Students will construct effective design projects displaying various graphic design techniques, concepts,

	<p>and technology. (Graphic Design)</p> <ul style="list-style-type: none"> ● Students will examine the role of social media in today's small business environment. (Social Media) <p>Possible Occupations:</p> <ul style="list-style-type: none"> ● Executive Assistant/Executive Secretary ● Administrative Assistant/General Secretary ● Legal Assistant ● Medical Assistant ● Office Manager ● Administrative Support Workers
<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"> ● Continue to recruit non-traditional students <ul style="list-style-type: none"> ○ Ongoing: various efforts of recruiting students have been made, including but not limited to marketing efforts such as live radio shows and social media posts. Recruitment at the high school level has occurred through the College Express dual-credit program. Recruiting and retention efforts are an on-going process and will continue to remain an action item for the program. ● Invest in software and hardware <ul style="list-style-type: none"> ○ The lab has upgraded to Office 365 and Windows 10. In addition to software updates, new equipment has been purchased including an all-in-one machine for copying, printing, scanning, and faxing. Multi-line phones for 5

	<p>workstations and an upgrade to Windows 11 has been approved and are scheduled for install Summer 2023.</p> <ul style="list-style-type: none"> ● Implement new curriculum changes <ul style="list-style-type: none"> ○ The program curriculum was drastically updated 2018-2019, which included a degree name switch from Administrative Professional to Business Administrative Technology. At that time the curriculum was drastically updated to include more technology skills. Since then, a few course changes have occurred. For example, The 1 credit hour course BOFF 108 Ethics in the Workplace was dissolved into the 3 credit hour BOFF 135 Business Etiquette and Ethics. The addition of BOFF 130 Computer Essentials was added to the first semester sequence to better prep students for the remaining computer courses. Curriculum changes are continuously discussed between program faculty and the Advisory Board.
<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 ● Ashley Hargrove; Associate Professor ● Terri Cummings; Dean of Business & Technology ● Jen Slavik; Associate Professor/Lead Instructor <p>T. Carey provided employment and institutional data. A. Hargrove provided program insight and reflection. T. Cummings provided project guidance and reviewed final report submission. 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

	<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
--	--

<h3>CTE Program Review Analysis</h3> <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>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Business Administrative Technology AAS degree is 62 credits. The additional two credits account for the inclusion of the BOFF 130 Computer Essentials course. Although the degree encompasses software specific courses, students were lacking proficiency in other computer basics such as file management, technical fluency, etc. The addition of the 2 credit hour course emphasizes these skills which are crucial to student success.</p>
---	--

<h3>Indicator 1: Need</h3>	<h3>Response</h3>
----------------------------	-------------------

<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of January 2023, the labor market projections reported by the Illinois Department of Employment Security indicate the following estimated compound growth:</p> <ul style="list-style-type: none"> ● <i>Executive Admin Assistant/Executive Secretary</i>: show an annual compound growth within our region of -3.1% and -2.1% in Illinois ● <i>Administrative Assistant/General Secretary</i>: show an annual compound growth within our region of -1.8% and -0.9% in Illinois ● <i>Office Manager</i>: show an annual compound growth within
---	--

	<p>our region of -0.2% and -0.1% in Illinois</p> <ul style="list-style-type: none"> ● <i>Office Support Workers</i>: show an annual compound growth within our region of -0.2% and -0.1% in Illinois <p><i>* Regional data projection 2018-2028; State data projection 2020-2023</i> <i>* Data excludes legal, medical, and virtual positions</i></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 for our region and 2020-2023 for the state. In addition to these statistics, local administrators have expressed interest in creating their own on-the-job training opportunities for their employees. Moving forward, communication between the college and local organizations will be essential to project employment outlook, graduate job placement, and the exploration of potential job training partnerships.</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 Business Administrative Technology program includes area high school students, G.E.D. students, and local citizens currently in office roles.</p> <p>Currently, additional efforts are being made to recruit high school students through the College Express programs. High school students enrolled in this program have the potential to graduate with four major specific courses for the Business Administrative Technology AAS degree. The hope is for students to transfer right into full-time DACC students to finish the degree curriculum.</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 division, curriculum committee, assessment team, and/or advisory board.</p> <p>The program faculty and division dean review curriculum and discuss any necessary changes/updates. The discussion moves to</p>

	<p>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. Program employment projections show a decrease in employment. Organizations are leaning to implement internal training programs. With technology advancements and the pandemic push of remote work, the use of virtual assistants may be contributing to the decline of local openings.</p> <p>Actions to consider:</p> <ul style="list-style-type: none"> ● It will be important for Danville Area Community College to strengthen relationships with local organizations and employees in order to develop an additional pipeline of students into the program. ● Training partnerships with local employers promoting professional development and college credit should be explored ● Additional research on the use, preparation, and job placement for virtual assistants should be explored to determine if curriculum updates are necessary to prep students and for possible employer partnerships
<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 two full-time faculty salary and benefits packages. Additional costs include instructional supplies, faculty professional development and travel, publications and dues, and maintenance services. Credits include tuition and course fees.</p> <p>The business program has a positive net income percent for the last five years.</p> <table border="1" data-bbox="781 543 1511 953"> <thead> <tr> <th>Fiscal Year</th> <th>Credit Hours</th> <th>Net Income Percent</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>3017</td> <td>71.4%</td> </tr> <tr> <td>2019</td> <td>2679</td> <td>53.6%</td> </tr> <tr> <td>2020</td> <td>2619</td> <td>25.5%</td> </tr> <tr> <td>2021</td> <td>2277</td> <td>65.7%</td> </tr> <tr> <td>2022</td> <td>2031</td> <td>47.0%</td> </tr> </tbody> </table> <p>These percentages are somewhat higher than other comparable CTE programs such as Medical Office, Marketing and Management.</p> <p>The program is funded through general education funds and technology bonds, and tuition/course fees. Perkins funds have been requested to be used for equipment costs and professional development.</p>	Fiscal Year	Credit Hours	Net Income Percent	2018	3017	71.4%	2019	2679	53.6%	2020	2619	25.5%	2021	2277	65.7%	2022	2031	47.0%
Fiscal Year	Credit Hours	Net Income Percent																	
2018	3017	71.4%																	
2019	2679	53.6%																	
2020	2619	25.5%																	
2021	2277	65.7%																	
2022	2031	47.0%																	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Over the five-year review period, the average net income percentage for the Business Administrative Program was 52.64%.</p> <p>Even though the specific enrollment of the Business Administrative Technology AAS is low, the curriculum includes a few gateway courses for additional programs which provides extra financial support for the program.</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 recently been requested for equipment/supplies as well as professional development and training. Additional funds are expected to be requested for classroom lab updates and faculty</p>																		

	<p>professional development in upcoming fiscal years. Should grant funds be removed, these expenses will be reevaluated and considered under 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. Student cost for this program is comparable to other business 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.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>At this time, the program is cost-effective. As mentioned above, the program houses gateway courses for other programs which helps the program’s cost-effectiveness.</p> <p>Expenses for the program are minimal and do not currently require review. However, continued recruitment and partnership efforts will be prioritized to help increase student enrollment and total credit hours within the specific program.</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 foundation donors 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>Program courses are offered in traditional face-to-face, hybrid, and online formats. Most courses are offered as both hybrid and online formats. Hybrid courses have regularly scheduled meeting times on campus but reduce the amount of time students are required to be in class. This allows more students to take courses while also working. Enrollments are reviewed before each semester begins with adjustments made for sections with very low enrollment.</p> <p>Business Administrative Technology courses are offered in 8-week terms. Some courses are also offered in 16-week formats to accommodate the College Express dual credit program and students taking elective courses for other business majors.</p> <p>Assessment data is and will continue to 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 Ashley Hargrove, 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 Research 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>Yes, the Business Administrative Technology program met Perkins V program of study requirements and was approved as a Perkins V program of study in January 2023.</p> <p>Strengths include work-based learning and team/group activities in most courses, student internships and workplace experience opportunities, a strong emphasis on employability skills in every program course, and dual credit opportunities for high school students. Challenges include updates needed to modernize the classroom lab and more closely align to an average workplace environment. Program faculty plan to request classroom lab updates as part of the FY 24 budget request process.</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 stackable certificates fall under the parent degree of Business Administrative Technology AAS. These certificates include Office Assistant and Advanced Office Assistant. The certificates and degree provide various exit points for the program.</p> <p>Through the College Express program, high school students have the option to enroll in dual credit courses. If a student participates in College Express both years of eligibility, the following courses could be completed:</p> <p>BOFF 135: Business Etiquette and Ethics BMGT 114: Principles of Management BOFF 265: Virtual Technology for Business BOFF 125: Business Communication Strategies</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>Students in the Business Administrative Technology program complete coursework in office management, social media, and graphic design to prepare them for various types of administrative support roles in many different organizations. Administrative support roles have expanded dramatically to include not only ensuring the daily office tasks are managed, but also producing various types of business communications and publications, using advanced technology and office equipment, using social media, managing projects, providing customer service, assisting with financial and human resources tasks, managing physical and electronic records, and planning meetings, events, and travel. Students are better prepared for</p>

	<p>more administrative support jobs that include complex tasks within organizations after completing the Business Administrative Technology program.</p> <p>Under the Business Administrative Technology program, DACC has also developed a Cooperative Education program to help high school students transition successfully into the workplace through instruction on employability skills and work-based learning experiences. The following courses are available as dual credit through the College Express program:</p> <p>INST 106: Career Readiness Fundamentals INST 107: Intermediate Career Readiness INST 206: Advanced Career Readiness INST 207: Career Readiness Internship BOFF 260: Professional Development</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 for some Business Administrative Technology courses through the College Express program, dual enrollment of online coursework offered by DACC faculty, and through partnerships with local high schools with courses offered by qualified high school faculty.</p> <p>The following high schools participate in the College Express program: Armstrong Township High School Bismarck-Henning Rossville-Alvin High School Danville High School Georgetown-Ridge Farm High School Hoopeston Area High School Oakwood High School Salt Fork High School Westville High School</p> <p>Challenges that were discovered when developing dual credit opportunities for students at the local high schools with Microsoft Office application courses included students not adequately prepared for the rigor or fast-pace of the program courses in these areas. Many high school students have little or no experience with these applications. The program faculty, with input from local high school faculty, redesigned and developed the following introduction courses: BOFF 228: Intro to Word BOFF 126: Intro to Excel BOFF 127: Intro to PowerPoint</p> <p>These introduction courses allow students to learn essential skills at a slower pace while still gaining knowledge needed for</p>

	<p>employment. These courses are also used outside of dual credit as elective options for students outside of the Business Administrative Technology program that require basic application knowledge. Students entering the Business Administrative Technology program with very little or no experience with computer applications are also advised to consider taking the introduction courses when needed.</p> <p>The following courses are prioritized for dual credit offerings: BOFF 135: Business Etiquette and Ethics BMGT 114: Principles of Management BOFF 265: Virtual Technology for Business BOFF 125: Business Communication Strategies</p> <p>These courses have been identified as priorities for dual credit offerings because of the broad introduction to the professional business sector. Students receive a solid foundation of soft skills and are exposed to many different business tools and technology commonly used by organizations throughout these courses. These courses are also included in other Business programs for high school students deciding on a program of study.</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 are encouraged to participate in local internships while enrolled in BOFF 250: Administrative Systems and Procedures if they are not currently employed in the industry. This course is typically taken during the final semester of the program and prepares students for daily office management tasks commonly required in the workplace. By participating in this work-based learning opportunity, students are able to practice skills learned throughout the program and receive feedback from the employer and program faculty. Student competencies and performance are evaluated by the employer completing a survey assessment on use of office equipment and technology, professionalism, and general office management skills. Evaluations are completed at the halfway point and the end of the course. Program faculty meet with students to discuss employer feedback and ways to support continuous improvement.</p> <p>The following courses also have work-based learning activities integrated:</p> <p>BOFF 253 – Students work in teams and with local businesses to build mini social media campaigns.</p> <p>BOFF 275 - Students gain real world experience focused on social media strategy, content planning and creation, management and measurement tools, as well as ethical decision making and crisis management. Students develop a social media</p>

		<p>campaign for a current brand and present the campaign to brand managers and business executives.</p> <p>Work-based learning opportunities can be further improved by offering internships throughout program participation and through activities such as job shadowing. Program faculty plan to explore these options through partnerships with industry partners in the future.</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>No, 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>At this time, there are no industry-recognized credentials embedded within the program. However, program faculty are considering incorporating the optional industry certifications into the program:</p> <p>Microsoft Office Specialist Professional Administrative Certification of Excellence (PACE) certification</p> <p>Research, exploration, and gathering of input from industry partners are planned for these options in the future.</p>
	<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No apprenticeship opportunities are available 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>N/A</p>
	<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Articulation agreements are in place for BOFF 125: Business Communication Strategies.</p> <p>Program faculty have started the process of establishing</p>

	<p>articulation agreements for transferability of other program courses. Faculty are also coordinating with the Transfer Articulation Coordinator to establish the Business Administrative Technology AAS degree with the Southern Illinois University Step Ahead program to expand options for students in the program.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Advisory council participation has been expanded since the last program review to include a variety of stakeholders. Program graduates along with industry partners from both private and public sectors have been engaged more to actively participate with the committee. Industry needs can vary significantly between public and private sector organizations and should be represented in program curriculum. Program graduates working in the field provide essential input on workplace preparation and ideas for curriculum and instructional continuous improvement.</p> <p>Additional partnerships with 4-year institutions for articulation agreements, including 2+2 and 3+1 programs, provide more opportunity for innovation in the Business Administrative Technology program. Another partnership opportunity is with Adult Education in offering a Business Administrative Technology ICAPS offering in the future. A certificate was developed and proposed by program faculty and is currently with the Dean of Business and Technology for feasibility study and submission to ICCB for approval.</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>A partnership with the Vermilion Vocational Education Delivery System (VVEDS) has provided additional access to students through expansion of dual credit opportunities.</p> <p>Technology is a major component of the Business Administrative Technology program. Students have access to the following college services to ensure equitable access to required technology used in the program outside of classroom instruction:</p> <ul style="list-style-type: none"> ● Students may be eligible to participate in TRIO if they are currently enrolled at DACC (full-time or part-time), are a United States citizen or have permanent residency status and meet one or more of the program eligibility criteria. ● Open student computer labs on campus ● Technology Education Loan Program (TELP)

<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 Ashley Hargrove is a member of the Illinois Business Educators Association (IBEA), Illinois Association for Career and Technical Education (IACTE), and the Society for Human Resource Management (SHRM).</p> <p>Professional development specific to cooperative education is planned for Summer 2023. Program faculty will participate in graduate coursework through Illinois State University to expand expertise with organization and administration of cooperative education and coordination techniques of cooperative education programs.</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>Upcoming technology updates include updating both curriculum and classroom technology to offer instruction in Windows 11 and Microsoft Office 365/2021 version. These updates will take place over Summer 2023 with changes reflected in Fall 2023 course offerings.</p> <p>Recent office equipment updates to the classroom lab include an all-in-one machine for lab activities involving making copies, scanning, and faxing and multi-line phones for workstations.</p>

	<p>Additional equipment purchases and classroom lab updates will be requested to create a learning environment that more closely resembles an office environment and more effectively supports teamwork/collaboration during instruction.</p> <p>In several Business Administrative Technology courses, applications such as Microsoft Outlook, Teams, and similar applications are used to teach technology frequently used in the workplace. However, students are either unable to access these applications on campus or cannot fully practice essential skills due to restrictions set by the IT department. Program faculty are working with the Dean of Business and Technology and the Chief Information Technology Officer to resolve these concerns and ensure students have access to technology both on and off campus.</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</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 of</p>

<p>information gained from the assessment to improve your program and students' learning?)</p>	<p>technology was assessed. The assessment activity was deliberately chosen to assess students' ability to use technology to optimize business performance. In the first round of assessments, roughly 75% of students were considered competent or higher.</p> <p>The results of this assessment confirm that students often struggle to effectively use technology in a professional environment even with personal technology experience before entering the program. This supports the need for every BAT student to complete BOFF 130: Computer Essentials early in the program to build knowledge of how computer applications work and file management skills prior to being introduced to office and business applications. The results also show that students are progressing with technological proficiency as they advance in the program curriculum.</p> <p>Students taking online courses are often more comfortable using technology than students enrolled in face-to-face or hybrid courses in the program, which is shown in the assessment results. Students in hybrid courses may need additional opportunities for both guided and independent practice; the assessment results indicate hybrid students received lower levels of competency with independent use than online students. It can be difficult for students to transition from completing step-by-step directions for a technology task to creating business files using computer applications when given a common workplace scenario that involves applying technology. This could be improved by possibly piloting a flipped model approach and/or by offering weekly open lab times to offer more opportunities for guided and independent practice with the instructor present.</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. Throughout the year, local employers reach out to A. Hargrove 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>The Business Advisory Committee provides input on program curriculum, equipment, and industry demand/opportunities. Internships, work-based learning opportunities, and paid learning experiences are also discussed regularly by the advisory committee.</p> <p>Program faculty review curriculum with industry partners to ensure technology in the program aligns with local workforce needs. Hiring standards and expectations are also reviewed for program alignment with a variety of administrative support roles in both public and private industries.</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>Comprehensive curriculum that prepares students for administrative support careers in a variety of professional offices is a strength of the Business Administrative Technology program. Graduates from the program have career opportunities available in law offices, medical offices, private businesses, and government offices as administrative assistants, office assistants, financial clerks, customer service representatives, office managers, and more including virtual assistant opportunities.</p> <p>A variety of course offerings is also a strength of the program. With courses offered online, hybrid, and traditional face-to-face, students have the ability to choose the learning path that best fits their individual needs. Course sequencing has also been updated to create stackable certificates for students that are interested in</p>

	<p>the program but do not initially want to enroll in a 2-year degree program.</p> <p>Another program strength is the ongoing need for administrative support roles among local and national industries. The program adapts to changing industry needs in administrative support roles to ensure graduates are qualified for jobs both entry level and beyond. Many employers now require a college certificate or 2-year degree to qualify for employment in these roles.</p>
3.26 What are the identified or potential weaknesses of the program?	<p>Low enrollment has been a challenge in the Business Administrative Technology program. Creating stronger partnerships with industry partners and increased recruitment activities will be pursued to address this weakness and provide local employers with a sufficient number of well-qualified applicants.</p>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>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.

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	Business Administrative Technology
CIP Code	52.0402

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	8	4	5	4
Number of Completers	7	7	2	0	1
Other (Please identify)	FY 18	FY 19	FY 20	FY 21	FY 22
<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 Business Administrative Technology 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 Business Administrative Technology AAS.</p> <p>The disaggregated data show students are mostly female, ranging from 80%-92.9% of the years reviewed. Roughly three-fourths of the students (62.5%-77.8%) identify as white. The ratio of African American students increased from FY18 to FY22 from 15% to 28.1%, while the number of Hispanic students averaged 5.48% with the highest rate (5%) in FY18 and the lowest rate (0%) in FY22. The majority of the students are over age 25, ranging from 62.5%-71.4% throughout the five years. Roughly one quarter of the students are between the ages of 20-25yrs, and only an average of 11.92% are under 20yrs. During the five year span, the pell eligibility ratio slowly shifted. FY18 included 70% pell eligible students with a steady decline to 46.9% pell eligible students in FY22. The majority of students (90%-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 continued to revise the program to meet workforce needs. Initiatives such as the ICAPS program as mentioned above, have helped bridge the gap from school to employment. Additional ideas are being discussed by program faculty to expand pathways and partnerships between local employers and the college.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps,</p>	<p>The data shows the following gaps:</p> <ul style="list-style-type: none"> Completion Rates: FY18 54% FY19 88% FY20 50% FY21 0% FY22 25% The pandemic likely played a role; however, the 				

<p>success gaps, etc.)? Please explain.</p>	<p>college will monitor these rates moving forward</p> <ul style="list-style-type: none"> Retention Rates: With the exception of FY21 at 80%, every year has a 100% retention rate from fall to spring. Fall to fall retention rates aren't alarming, but are lower than fall to spring, ranging between 50-83%.
<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>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>From the data above, the college may want to review retention efforts on fall to fall enrollment to encourage continued enrollment in the Business Administrative Technology program.</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"> <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>Although the program is currently experiencing low enrollment rates, it is cost effective for the college. Continuing the Business Administrative Technology program with focus on the below action steps will help strengthen the opportunity for additional students and program growth.</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. Finalize ICAPS certificate approval - partnership opportunity with county high schools and DACC Adult Education department <ol style="list-style-type: none"> a. Certificate proposal has been developed by program faculty and approved through Curriculum Committee b. Complete feasibility study (<i>Dean of Business & Technology</i>) c. Submit for ICCB approval d. Reconnect with Adult Ed department to map out pathway 2. Explore 4 year articulation agreements - this will take place immediately and continue throughout the following academic years <ol style="list-style-type: none"> a. Connect with in-state universities to explore 2+2 or 4+1 articulation agreements b. Collaborate with Director of Advising to finalize agreements and share with college advisors c. Collaborate with marketing department on marketing campaigns promoting new transfer opportunities 3. Strengthen employer relationships - efforts will begin immediately 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 for on-the-job training programs with local employers c. Explore virtual assistant positions/employers for possible curriculum update and work study opportunities 4. 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 5. Streamline Software Applications in Lab - this will take place immediately and continue through resolution <ol style="list-style-type: none"> a. Address student access issues for specific applications including Microsoft Teams and Outlook. b. Collaborate with Chief Information Technology Officer and Dean of Business & Technology to ensure student access on and off campus

	<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 often do not have the financial resources to pay for the technology necessary to complete certain courses within the program. For this reason, the classroom is equipped as a lab with all the equipment and software needed to complete coursework. Students are free to use the lab outside of class time as desired.</p> <p>Many of the program courses include textbook fees within the tuition, which eliminates barriers for students unable to purchase books. All students have books available to them on the first day of class.</p> <p>Program faculty refer qualifying students to TRIO for additional support and resources.</p>
	<p>Resources Needed</p>	<p>At this time, known resources that may likely be called upon are the Division Dean, DACC marketing department, college recruiter, and audio/visual department, Chief Information Technology Officer, Curriculum Committee, and the Director of Advising. External resources will likely include a variety of local employers and advising/articulation contacts within four year universities.</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>

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	FY 18-22
Discipline Area:	Fine Arts Art
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 of the discipline?</p>	<p>safely use equipment and materials</p> <p>employ the tools, techniques, and skills necessary for various studio art disciplines</p> <p>discuss the significance of various historical and cultural movements in the visual arts</p> <p>solve aesthetic, technical, and conceptual problems</p> <p>apply the principles and elements of two- and three-dimensional design to various art disciplines</p> <p>assemble a digital portfolio of work and a professional resume that reflects the scope of their talents and prepares them to transfer to a baccalaureate institution and to enter the workforce</p>
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>Critical thinking is an important part of the fine arts program and one of the college wide GEOs. In FY 21 94 students were measured on the critical thinking rubric in the Fine Arts program. Approximately 85% of students were measured as competent or better in the area.</p>
<p>How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<p>Students pursuing the Associate in Engineering Science degree must complete a minimum of 3 credit hours in Humanities and Fine Arts, while students pursuing all other transfer associate degrees must complete 9 credit hours in this discipline. These must be courses approved by IAI. In addition a majority of the students in the many career-technical degrees offered at the college must complete some hours in Humanities and/or Fine Arts. The wide variety of Humanities and Fine Arts courses offered by the college allows students to easily meet the state requirement that at least 3 of the 9 credit hours are in Humanities and at least 3 are in Fine Arts, with the other 3 credit hours being either Humanities or Fine Arts.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>There is now an associate's degree in Fine Arts Art available to the students.</p>

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. The 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 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?	All new courses are proposed to the curriculum committee. The committee is made up of faculty and administrators from across campus. Ultimately the office of Academic Affairs looks into the programs and if there is a need to add more or revise the programs.
1.2 How will students be informed or recruited for this discipline?	There is an art club on campus that actively attends shows and puts on events. Students in the program are always taking artwork to shows and exhibits. These type of activities provide great promotional exposure in the community. The recruitment office works with the local high schools bringing students to campus for events. During many of these recruiting visits there is art work from the courses on display, along with promotional materials for the program. They also have an art show on campus during spirit week.
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?	So in order to boost the availability of fine arts courses and programs on campus there are now degrees of AA Fine Arts, AA Fine Arts Education. Just recently an AA Fine Arts in Music Performance and AA in Fine Arts Music Education have been added. With a full-time Art professor on campus in made this a possibility. The full-time Music professor did a lot of work in creating and revamping the music programs. The push from the state to get more students involved in Education provided an opportunity to create the Education degrees here.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are nineteen ARTS courses offered. ARTS 111 & 112 Art History one and two along with ARTS 115 Art Appreciation are the courses that have the highest enrollment. These are the course many students take to fill their Fine Arts requirement.
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 net cost for providing instruction in Humanities and Fine Arts classes in general is very reasonable. Most sections are enrolled near to capacity. In cases where enrollment is low, the sections are either taught on a tutorial basis or are cancelled and students are directed to other courses that fulfill the same requirement. Because of the nature of the courses, there is little overhead other than the instructor, some computers, and a projector. The studio art classes are somewhat more expensive to provide because instructors are paid per the time spent in the classroom, which is nearly 6 hours a week, but students pay per credit hour (3 credit hours for each art class). This disparity is mitigated by the course fees attached to the studio art classes, currently \$100 per course. There is one full-time faculty member and then there are two-three part time instructors depending on needs.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Many of the courses are offered as online sections, many of the courses are taught as overload or tutorial reducing the upfront cost.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Some of the costs are just the supplies and equipment used in the program. Being able to access those supplies is important.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>There are some courses offered online such as Art Appreciation, and Art History. The studio courses are offered face to face with the hands on activities in the studio.</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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>The IR office provides data with completion and success data for all courses. They can disaggregate the data based on an entire course or each section of the course.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The academic deans evaluate the part-time instructors each semester. The full-time faculty are evaluated once a year.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?</p>	<p>There are multiple in-service days on campus each semester. The full-time faculty have two days in both the fall and spring semester. The part-time faculty are always welcome to attend these days. Many are not able to attend the full training so there is a part-time academy option offered in the evening once each semester for the part-time faculty that cannot attend the full session.</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>The fulltime art professor is the one faculty member that works on the report for IAI. He does reach out to part-time faculty along with the dean of the Liberal Arts for any necessary additions.</p>

<p>3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?</p>	<p>The college is continuing to work to help catch any at-risk students. There are new tools being developed through apps and CRM advise. These tools allow instructors to report on attendance or any other potential issues they may see in students. This allows student services to be involved and work with the students in a one on one fashion.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>There are tutoring centers on campus. Especially the writer’s room in the Liberal Arts area. Students are encouraged to reach out for assistance on any writing assignments or projects they may be working on. The Trio program is also very active on campus. Many of the advisors in that program work closely with the faculty and individual students to keep up with how they are progressing.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>The success rates of the students in all the courses. The number of students enrolled in the courses. What courses students need or are required.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>In some situations it could be to look into the course itself. Is it a one semester blip on the screen or is it an ongoing situation. The biggest improvement in the Fine Arts (Art) program was being able to hire a full-time faculty member in FY 2013. Since then the success rates in the program have improved.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Since FY 18 the success rates been between 82-90% for all ART courses.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>Not at this time.</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<p></p>	

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	Fine Arts (Art)				
Course Title	ART History 1 & 2				
Course Description	<p>The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements from the Paleolithic to 14th Century Italy. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts</p> <p>The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements from the Italian Renaissance to Modern art. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	46, 31	35, 37	45, 32	43, 27	42, 26
Credit Hours Produced	231	216	231	210	204
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%, 90%	63%, 78%	89%, 88%	65%, 85%	71%, 77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 901	F2 901	F2 901	F2 901	F2 901
How does the data support the course goals? Elaborate.	Students are generally successfully completing both the Art History 1 and Art History 2 courses. These are courses with high enrollment and therefore. Covid years are included in this data. Even with that said the data suggests completion rates were still strong in these courses.				
What disaggregated data was reviewed?	Most of the disaggregated data is used at the program level more so than the course level.				
Were there identifiable gaps in the data? Please explain.	Not enough numerical evidence to suggest gaps at the program level.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	The biggest area moving forward is to increase enrollment in the program. With the continued drive by the state to push for more students to go into the education field, this is an area that should have				

review with a timeline and/or anticipated dates.	potential with the Fine Arts Education degree. Continue to build partnerships with the local high schools to increase dual enrollment opportunities.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The objectives are on track at this point. Each semester or FY the program investigates one of the college's GEOs. The program then ties or maps the courses to the programs outcomes. Which are tied (mapped) to the GEO.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Continuing to just push for more enrollment overall so that there is enough data to look into those gaps. While some of the courses are highly enrolled the program has small numbers.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Just continue to work to recruit more students into the degree program itself. Work closely with the recruitment office, along with the local high schools to make the students more aware of the opportunities that exist in the field of Fine Arts.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	While it starts at the top of academic affairs office, it also includes advising, student services, and ultimately the faculty of the program.

Academic Disciplines	
College Name:	Danville Area Community College
Academic Years Reviewed:	FY23
Discipline Area:	Mathematics
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 of the discipline?</p>	<p>Courses and course sequences in Mathematics are designed to meet the following outcomes:</p> <p>Students are expected to be able to clearly demonstrate the logical processes that lead one from an initial question (problem) to a correct answer (solution).</p> <p>Students are expected to be able to use, understand, and write all appropriate symbolic forms and mathematical terminology.</p> <p>Students are expected to master the use of all technology skills appropriate for the given class.</p> <p>Students are expected to achieve strong critical thinking skills in terms of problem solving skills. Students are expected to be able to determine from any initial question the following:</p> <ul style="list-style-type: none"> • the meaning and importance of all given information. • the primary unknown for which a solution is desired. • all secondary unknowns that will be needed to determine the primary unknown. • all formulas and/or theorems that are applicable to a solution. • a proper understanding of the meaning/interpretation of the solution.
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>Program objectives are being met as evidenced by regular assessment via written and oral evaluation per class, and annual curriculum review.</p>

<p>How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<p>Mathematics is essential to all technical fields and fields of science, business, and liberal arts. It is an important component in most other course work, such as psychology and sociology. Math education provides students with an essential component to future economic and academic success.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Expanded offerings at the tutoring center to increase access of students to instructors outside their class time.</p> <p>Continue to develop coupled 8 week courses, where students can complete two math course in one semester. This is helping students with low math scores complete their math requirements, to complete their program of study in a fair timeline.</p> <p>Expanded and improved the skills review offered at the beginning of the semester to make sure students are properly placed, and prepared for the course. This also helps redirect those that have been improperly placed into appropriate courses.</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>DACC faculty and staff interface with representatives from four-year institutions and alumni to verify that the college’s programs are current and courses transfer.</p> <p>The Transfer Articulation Coordinator works closely with IAI staff to ensure that DACC courses up for review are updated to meet IAI requirements and to ensure that changes required by IAI are made. Faculty members often serve on IAI panels and thereby keep abreast of the need for programmatic changes.</p> <p>The CAO, deans, and director of institutional effectiveness regularly attend conferences and meetings to keep abreast of developments in the various disciplines and the larger academic community. Faculty and staff routinely engage in environmental scanning to ensure the academic programs at the college are cutting edge. All changes must be submitted to the Office of Instruction and Academic Affairs team for review and approval.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Course Descriptions, Counseling and Advising Services, Curriculum Guides, College Catalogue, Orientations, Mandatory Advisement, degree audits, campus and division open houses and outreach events, social media advertising, and campus tours for local high school students</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>None</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>11 total courses in different modalities. Not all offered every semesters. The course with the highest enrollment is MATH 107 (applied math concepts)</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>

<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>Mathematics is a very cost-effective program. Most of the cost of the programs are associated with faculty salaries and benefits, and indirect costs such computer access and maintenance. Currently, Math employs 4 full time faculty who only teach math, and four full time faculty that teach both math and physics.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Faculty is increasing use of Open Educational Resources (OER). Courses who rely on computer access are taught in a computer lab, which also have open hours when not in use. This ensures that students do not need to purchase a computer or the programs used in class. We have purchased classroom graphic calculators which students can borrow for the semester.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>None at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>Online, face-to-face, hybrid, 12-week, 10-week, 8-week. We also offer a 3-week Winter Session course, and we are exploring offering courses as Hy-Flex.</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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>Yes, annual review of all such data is provided by the Office of Institutional Effectiveness. Similarly, the Dean of Math, Science, and Health Professions meets at least once every semester with the CAO to review success rates based on subject area, and delivery method. We want to make sure the delivery methods used for each course are effective for our student population.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Full-time instructors undergo annual performance review by the Division Dean and the Lead Instructor for the discipline. Adjunct faculty undergo review each semester by either the Department Dean or the Lead Instructor.</p>

<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?</p>	<p>The division has money allocated for professional development for full-time and adjunct faculty. The budget is used to encourage faculty to attend education and math conference in the area and outside the state. Additionally, the college offers resource and a stipend for faculty to create new courses, and an endower chair opportunity that faculty often used to bring new technology and teach others in the use and implementation of that technology into their classes.</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>None.</p>
<p>3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?</p>	<p>An initial skills review is conducted in most courses, often coupled with personal conference and faculty mentoring and advising. Multiple evaluations are provided to measure student progress throughout the semester, and faculty often perform transcript review of current students. Students are supported by TRIO, the MASS tutoring center, and a variety of programs provided through Students Services.</p> <p>Currently, the college is working on instituting a CRM advice system. The system will automatically alert faculty, advisors, and the dean of any student “at-risk” of failing a course. The goal of the early alert is for all these individuals to intervene early in the student’s academic path and help them succeed in the course and academic journey.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Mathematics is required for most degrees and certificates at DACC. As a result, the discipline has strong connections with every other discipline and division at the college.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Requirements from IAI, ICCB, HLC, curriculum from 4-year schools, student success rates, educational methods review, and current trend in education and technology.</p>

<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>The Dean brings awareness of the issue and provides data to faculty. Depending on the impact, it may be addressed via individual faculty or a math curricula meeting. For example, the addition of the mathematics reasoning course resulted from a math curricula committee which reviewed and analyzed the data. Research into the literature was conducted to determine other institution's solutions to similar issues. As the program moved toward potential solution, the committee was expanded to include other key players such as Advising and Institutional Effectiveness.</p> <p>However, while this process has been effective, we are hoping to streamline and improve the way we interfere and coordinate our efforts toward helping students by the addition of CRM advice.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>The main two measures the division and the college uses for students success is completion of their course with a C or better, and student retention rates at the college for semester to semester.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>At the beginning of every semester, all math faculty meet and talk about the needs of their students. The conversations cover topics from best times to offer their courses, to technological needs. In the last meeting we talked about the need to purchase graphic calculators for advance math courses, because many students do not have the resources available to purchase these type of calculators. We were able to obtain a set of 10 TI-84 CE calculators for this semester. The second topic covered was the need to continue moving our courses to OER. The faculty who are not currently using OER textbooks were asked to use these year to evaluate OER available for their courses.</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<ul style="list-style-type: none"> • Students are placed into MATH 111 that are not ready for the course. This is a result of the lack of math readiness from our current high school graduates. • Students are coming out of high schools without the experience of using a textbook and other classroom materials. • Student's need for training in soft skill such as note taking, organization, time management, etc. is increasing. • Many students need additional emotional and mental health support and counseling, and financial assistance to fully immerse in the college life and dedicate time to learn the material. 	

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	MATH111				
Course Title	College Algebra				
Course Description	A review of the fundamental topics of algebra, including the complex number systems, simplification and manipulation of algebraic expressions involving polynomials, rational exponents, radicals, fractions, the solution of polynomial equations and inequalities. Emphasis is placed on the study of the following functions: polynomial, rational, exponential, logarithmic, and their applications. These will be explored using traditional graphing techniques, graphing calculators and other online tools.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	116	124	119	134	118
Credit Hours Produced	580	620	595	670	590
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70	69	85	81	84
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	50	50	63	60	64
How does the data support the course goals? Elaborate.	Course goals have two general foci: accomplishing the mechanical rules of algebraic process, and the conceptual understanding needed to apply those rules in the solution of a wide variety of application oriented problems. Student success is only attained if the student is able to successfully skill in both general areas. The success rates in the course are consistent with the expected attainment of such goals				
What disaggregated data was reviewed?	Course success rates and individual student performance for all students disaggregated data based on ethnicity.				
Were there identifiable gaps in the data? Please explain.	Many students did not disclose their ethnic background or selected "more than one" which decreases the accuracy of our evaluation based on ethnicity, thus makes our ethnic breakdown data not as significant.				

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	MATH115				
Course Title	Survey of Statistics				
Course Description	<p>The study of basic statistical techniques. This course is designed as a general survey of basic statistical methods. Emphasis is placed on methodology, and applications to biological, social, and management sciences are stressed to underscore the practicality of the material. Topics include the nature of data, graphical representations of data, descriptive measures of centrality, dispersion, and position; probability concepts, binomial and normal distributions; sampling concepts, inferential statistics and hypothesis testing; analysis of linear regression concepts such as correlation coefficient and slope of the regression line; instruction on the writing of statistical reports and drawing conclusions from data analysis; use of standard statistical software packages. Knowledge of computers is helpful, but not required. Access to Excel required for online class. A TI83/83+ or TI84/84+ graphing calculator is required for all sections.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	314	289	298	283	324
Credit Hours Produced	942	867	894	849	972
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83	84	80	87	86
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	64	68	65	72	75
How does the data support the course goals? Elaborate.	High success rates generally indicate student ability to gain a basic understanding of the tools used in statistics and their application, which the broad concept under which individual course objectives are gathered. Students who are unable to gain conceptual understanding, or properly use basic algebra and/or the technology to do basic analysis will not be successful				
What disaggregated data was reviewed?	Course success rates, individual student performance, student success levels in prerequisite course work, as well as student assessment/surveys				
Were there identifiable gaps in the data? Please explain.	Success rates on this course can vary between sections. We are planning at disaggregating data based on delivery method for this course and see if the modality of the courses plays a significant role in the success rates of students in this 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	MATH118				
Course Title	Intro to Mathematics				
Course Description	The course is the first of a three semester sequence of integrated calculus and analytic geometry. Both understanding of theoretical concepts and the ability to use manipulative techniques are considered to be of prime importance. The approach is intuitive and after the student has attained a conceptual understanding, the theorems are advanced and proved. Time is spent in applications as they arise throughout the course. The course presumes algebraic and trigonometric competency at the 70% level or higher. Graphing calculator recommended.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	13	16	9	8
Credit Hours Produced	92	52	64	36	32
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87	100	94	100	88
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	83	92	88	56	63
How does the data support the course goals? Elaborate.	The data shows the class to have a very high success rate. The course goals center around being able to explain WHY we use the processes we do, and not HOW to do calculations, so this isn't surprising.				
What disaggregated data was reviewed?	Course success rate and individual student performance				
Were there identifiable gaps in the data? Please explain.	None. Due to the high success rate and the low number of students enrolled, disaggregating the data will not yield generalizable information.				

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	MATH120
Course Title	Calculus & Analytic Geom. I

Course Description	The course is the first of a three semester sequence of integrated calculus and analytic geometry. Both understanding of theoretical concepts and the ability to use manipulative techniques are considered of prime importance. The approach is intuitive and after the student has attained a conceptual understanding, the theorems are advanced and proved. Time is spent in applications as they arise throughout the course. The course presumes algebraic and trigonometric competency at the 70% level or higher. Graphing calculator recommended.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	55	60	64	60
Credit Hours Produced	240	275	300	315	300
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88	95	88	86	85
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	85	80	82	79	78
How does the data support the course goals? Elaborate.	Course goals have two general foci: accomplishing the mechanical rules of calculus, and the conceptual understanding needed for full application. Student success is only attained if the student is able to successfully skill in both general areas. The success rates in the course are consistent with the expected attainment of such goals				
What disaggregated data was reviewed?	Course success rates, and individual student performance were evaluated. Also data on ethnicity was collected.				
Were there identifiable gaps in the data? Please explain.	Many students did not disclose their ethnic background or selected "more than one" which decreases the accuracy of our evaluation based on ethnicity, thus makes our ethnic breakdown data not as significant.				

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	MATH125
Course Title	Introductory Analysis I
Course Description	A freshman level calculus class intended for transfer students pursuing degrees in the fields of agricultural science, business/accounting, engineering/industrial technology and psychology. This course may also serve as a math elective for

	various other transfer programs. The course covers a broad range of topics that include limits and continuity, the definition of the derivative, techniques for differentiation, applications of the derivative, single and multivariable calculus, higher order derivatives, implicit differentiation, the antiderivative and indefinite integral, techniques of integration including integration by parts, numerical integration and the Riemann sum, the fundamental theorem of calculus, the definite integral and double integrals. Other topics covered may include but would not be restricted to differentials and approximation, improper integrals, functions of several variables, partial derivatives and multiple integrals. The class meets four hours per week.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	32	12	25	19
Credit Hours Produced	100	128	48	100	76
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72	69	42	68	79
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	44	53	33	48	74
How does the data support the course goals? Elaborate.	Success rates are more variable for higher level classes due to the combination of low enrollment and inconsistent preparation. A small class containing one or two students that barely passed college algebra with a "C" is all that is required for an otherwise high success rate to drop precipitously. On the whole, the success rates are consistent with the successful covering of course goals.				
What disaggregated data was reviewed?	Individual and averaged scores and percentages for all written assessments were reviewed for each student and for classes as a whole.				
Were there identifiable gaps in the data? Please explain.	Due the low number of students enrolled, disaggregating the data will not yield generalizable information.				

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	MATH130
Course Title	Calculus & Analytic Geom. II
Course Description	The second course in calculus and analytic geometry. Topics include techniques of integration and differentiation of

	exponential, logarithmic, trigonometric, and hyperbolic functions; limit of indeterminate forms; polar coordinates; parametric equations; conic sections; infinite series. Both the understanding of theoretical concepts and the ability to use manipulative techniques are considered of prime importance. A TI-83 or better calculator is recommended				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	18	14	11	13
Credit Hours Produced	75	90	70	55	65
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67	72	93	73	85
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	67	67	79	73	77
How does the data support the course goals? Elaborate.	The pass rate of this class does not reflect the entire picture of the Math Program, but it might point out: (A) the prerequisites of the course are set correctly, (B) all the students successfully achieved the course goals and the program goals.				
What disaggregated data was reviewed?	(A) Pass rate as a function of previous course (or grade). (B) Success rate after students transferred into university level studies in which mathematical skills are absolute necessary.				
Were there identifiable gaps in the data? Please explain.	Due the low number of students enrolled, disaggregating the data will not yield generalizable information.				

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	MATH135				
Course Title	Introductory Analysis II				
Course Description	An introduction to finite mathematics for students in the social sciences and business. Basic ideas of logic, set theory, probabilities, vectors, and matrices with applications. Instruction on computer programming techniques using calculators. Not for Math or Science majors. May be taken before MATH 125.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	12	18	22	12

Credit Hours Produced	66	36	54	66	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77	92	56	77	92
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	68	75	39	55	92
How does the data support the course goals? Elaborate.	Success rates are more variable for higher level classes due to the combination of low enrollment and inconsistent preparation. A small class containing one or two students that barely passed college algebra with a "C" is all that is required for an otherwise high success rate to drop precipitously. On the whole, the success rates are consistent with the successful covering of course goals.				
What disaggregated data was reviewed?	Individual and averaged scores and percentages for all written assessments were reviewed for each student and for classes as a whole.				
Were there identifiable gaps in the data? Please explain.	Due to the low number of students enrolled, disaggregating the data will not yield generalizable information.				

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	MATH137				
Course Title	Intro to Linear Algebra				
Course Description	This course is a study of introductory linear algebra. Basic techniques are introduced involving vectors and matrices; vector spaces and subspaces; linear dependence, independence, and transformations and dimension; determinants; and orthogonality.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	1	3	1	1
Credit Hours Produced	8	4	12	4	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	100	100	100	100	100

How does the data support the course goals? Elaborate.	The course goals revolve around being able to understand and work with abstract generalized algebraic vector notation and concepts, as well as interpreting results. Student success rates indicate that students are successful meeting those goals.
What disaggregated data was reviewed?	Student success rates and course success rates
Were there identifiable gaps in the data? Please explain.	Due to the high success rate and the low number of students enrolled, disaggregating the data will not yield generalizable information.

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	Math140				
Course Title	Calculus & Analytic Geom. III				
Course Description	The third course in calculus and analytic geometry. Topics include vectors in 2 and 3 dimensions, vector operations, lines and planes in space, quadric surfaces, cylindrical and spherical coordinates, partial derivatives, directional derivatives, gradients, double and triple integrals and their applications. Both the understanding of theoretical concepts and the ability to use manipulative techniques are considered to be of prime importance. A TI-83 or better calculator is recommended.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	9	6	5	4
Credit Hours Produced	27	27	18	15	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89	89	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	89	89	100	60	75
How does the data support the course goals? Elaborate.	It seems that the numbers of engineering students are declining. The pass rate of this class does not reflect the entire picture of the Math Program, but it might point out: (A) the prerequisites of the course are set correctly, (B) all the students successful achieved the course goals and the program goals.				
What disaggregated data was reviewed?	(A) Pass rate as a function of previous course (or grade). (B) Success rate after students transferred into university level studies in which mathematical skills are absolute necessary.				

Were there identifiable gaps in the data? Please explain.	Due to the high success rate and the low number of students enrolled, disaggregating the data will not yield generalizable information.
---	---

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	MATH161				
Course Title	Statistics				
Course Description	MATH 161 is an introductory course in statistics at the non-calculus level. Topics include Graphical Inference, Numerical Descriptive Inference, Probability, Binomial Distribution, Hypergeometric Distribution, Normal Distribution, Students t-Distribution, Testing of Hypothesis, Chi-Square Estimations, Comparisons, Small Samples, Inference and Linear Regression with a focus on Correlation Analysis. The course is integrated with a statistical computer package (Microsoft Excel), allowing for hands-on computations for most of the areas listed above. No computer experience required. A TI 83 or TI 84 calculator is recommended. Access to Excel required for online class.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	37	55	45	65	88
Credit Hours Produced	111	165	135	195	264
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95	93	84	89	89
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	89	78	80	83	83
How does the data support the course goals? Elaborate.	The course goals for statistics are more focused in the cognitive skills of critical thinking and reading comprehension (both text and mathematical). The high success rate in the course indicates the students are doing well at achieving those goals, as students that struggle with understanding a statistical word problem would not succeed in the course. Pure algebraic skills are also needed for the course, and while these skills may sometimes be lacking, this would limit but not prevent success. Based on individual student performance , however, the majority of students are well-equipped to handle the more minor algebraic portion of the course				

What disaggregated data was reviewed?	Student success rates and individual student performance, as well as student assessments/surveys.
Were there identifiable gaps in the data? Please explain.	None

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	MATH211				
Course Title	Differential Equations				
Course Description	This is the first course regarding the theory and application of differential equations. Students will learn graph method, numerical method, and analytical method to solve differential equations with the emphasis in the analytical method. Topics include first-order, second-order and higher-order differential equations; linear systems of differential equations, Laplace transforms, series solutions, and numerical methods. Both the understanding of theoretical concepts and the ability to use manipulative techniques are considered to be of prime importance.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	8	3	1	2
Credit Hours Produced	21	24	9	3	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	100	100	100	100	100
How does the data support the course goals? Elaborate.	The size of the class is very small, from the statistical point of view, one could not draw any conclusion with 95% confidence level based on such a small sample size. However, it seems that due to the development of local economy and due to the demography changes, the numbers of engineering students are declining. The pass rate of this class does not reflect the entire picture of the Math Program, but it might point out: (A) the prerequisites of the course are set correctly, (B) all the students successful achieved the course goals and the program goals.				
What disaggregated data was reviewed?	(A) Pass rate as a function of previous course (or grade). (B) Success rate after students transferred into university level studies in which mathematical skills are absolutely necessary.				

<p>Were there identifiable gaps in the data? Please explain.</p>	<p>Due to the high success rate and the low number of students enrolled, disaggregating the data will not yield generalizable information.</p>
<p>Academic Course 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>	<p>Ethnic information collected through the college was not as clean as it was expected. We are currently working with admissions to clean the data, with the hopes of obtaining more meaningful information. In addition to ethnic data, we are hoping to collect more demographic data, including financial needs, hours of work outside of school, first-generation status, gender (when available), and level of education (college student vs. high school student), intended major, and place where they took their previous math courses. Additionally, we are planning on disaggregating the data based on course delivery. This will help us identify the best delivery modes for each course we teach and work with academic advisers to better inform students about our offering. This data will give us a better picture of the type of students each course is serving. This data will allow us to make better decision about how to address the needs of student, thus help them succeed in our courses. We hope to be able to collect this data in FA24.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The program objectives are being met. However, this does not mean the discipline will remind stagnant. The discipline will be looking into disaggregating success rates based on course deliver or modality to evaluate the effectiveness of each delivery method. This will allow us to ensure that we are using technology and flexibility in the best way possible for our students. We will also work with the office of Internal Research (IR) to collect more demographic data. This will help us better understand the needs of our students.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Currently, we do not have any interventions in our courses that are directly targeting racial groups. Instead, we are working on addressing common needs such as the need of expensive calculators for some of our courses, the need to purchase an actual textbook, etc. These initiatives are mostly focused on making our offering accessible and affordable, which directly impact students coming from diverse backgrounds as they are often coming from low income communities, and are first-generation students.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The success rate in our math courses is high. It shows that the disciple is doing a good job at helping their students be successful in their courses. However, the quality of our disaggregated data is poor, and in some cases also limited. As a division, we are working with the office of IR to gather more accurate data. This new set of data will give us a better</p>

	<p>understanding of our students, which will allow us to better serve them. Additionally, we have not evaluated success rates based on delivery or course modality. The way we deliver our courses can have a significant impact on the success rates of our students. We will be adding a section on the effectiveness of delivery mechanisms to our course and program evaluation process.</p>
<p>Resources Needed</p>	<p>None.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Dean of Math, Science, and Health Professions will work directly with the Math Faculty Lead and Full Time Faculty on collecting and evaluating data, and implementing the changes.</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
Academic Years Reviewed:	FY 2018-2022
Review Area:	Career and Veterans Center Please Note: DACC
<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>Brian Hensgen - Assistant Vice President of Student Services Nicholas Catlett – Director Career and Veterans Center Kellie McBride – Office Specialist Career and Veterans Center</p>
<p>Mission How does the program/service contribute to the mission of the college?</p>	<p>The Career and Veterans Center is committed to the mission of Danville Area Community College. We strive to provide quality, innovative, and accessible learning experiences which aim to meet the lifelong academic, cultural, and economic needs of our diverse communities and the world we share. We contribute to the mission in a variety of ways but initially as students first come to campus. We provide innovative assessment tools and data to help community members, students, and veterans determine their career and academic goals. Our assessment tools and data are open to all students and members of our communities. We also offer innovative and quality assistance when students are preparing to graduate. Staff are trained with the latest information to help students prepare to find a career after their academics have finished. We offer career advising, mock interviews, resume creation and editing, as well as a clothe closet with business attire so they are prepared to achieve their goals. Students can also benefit from our services while in school. From helping with finding an internship to student worker positions on campus. We also provide student veterans with applying for veteran education benefits, administering those benefits, and finding veteran work study positions.</p>

<p>Advancement of Equity How does the program/service help advance equity?</p>	<p>The Career and Veteran Center is committed to serving students of all ages, backgrounds, and socioeconomic status. We are fully committed to a holistic customer experience that is accommodating and accepting of every person that visits our office.</p> <p>Services provided to students allow them to enter the classroom and workforce prepared to meet instructor/employer expectations. This is accomplished by providing scenarios and tools that help students from various backgrounds achieve success through acceptance of their differences, celebrations of their unique skill sets, and the ability to tackle universal/one-size-fits-all opportunities.</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>Career Services: To provide the college district and its students and community members with resources when looking and preparing for an academic path and/or a career path.</p> <p>Veteran Services: To provide our community and student veterans with the same opportunities and resources, while administering veteran education benefits.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>Career Services: The department measures success by maintaining a database of students that visit our office for assistance. We gather a variety of information on the students to serve their needs in a case management experience. Students are served through the database until they have achieved their goals and our assistance in those goals is no longer needed.</p> <p>Veteran Services: The administering of veteran education benefits is measured and assessed by yearly compliance reviews by the Illinois Department of Veteran affairs.</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>The last reported action was to re-vamp our intake process to “close the loop” with students and community members that visit our office and request our services. The action was successfully completed with the creation of the Basic Customer Information (BCI) form/database. Baseline data/information is now collected during a students’ initial visit. The BCI allows us to track students throughout their journey toward a certificate/degree; chart services provided, and outcomes realized (student worker job, on-the-job training opportunity, apprenticeship, employment in field of study); and measure their overall satisfaction with services received.</p>
---	--

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. One of the main goals of the office is to help assist undecided students with assessments, data, and other tools to help them decide their educational path. This reduces the amount of time, and most importantly money, that students don’t waste and allows them to move toward their career goals.</p> <p>For our veterans we are essential to help them through the intake process of college, determining their eligibility for veteran education benefits, and administering those benefits in a timely and accurate fashion to prevent any barriers in their educational journey. We ensure we meet these requirements through our procedures and on-going training, ensuring we stay in compliance and up to date on the latest trends and techniques pertinent to our department.</p>
--	---

1.2 What is the *need* for this program/service and how does the institution determine *need*?

The need for the program/service is based on the demands from various stakeholders and data gathered from student and employer surveys:

1. Students enter the College with little knowledge of their chosen career and employment expectations. A large percentage of students also enter their freshman year as undecided. With Department of Education requirements, identifying a major/program of study is key to student success.
2. Students and community members completing the BCI indicate they need various services to help them be career-ready and sustain employment.
3. Various career programs require their students to participate in the interviewing and resume development services.
4. Instructors invite Career Services staff into their classrooms to educate and assist their students.
 - a. All INST 101 Success in College classes invite Career Services staff into their classrooms to offer career assessments and job search skills.
5. Employers throughout the community continuously express their need for an informed and educated workforce. Job search workshops and additional learning opportunities are offered to educate the potential workforce (students).
6. Assisting students, graduates, and community members to connect with job opportunities is one of the most in demand services provided. Large and boutique/field-specific fairs are organized throughout the academic year to meet the needs of students as well as local business and industry.

The institution determines overall need by tracking the number of students served in the areas noted above.

<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Based on our tracking numbers roughly 30% of our student body visits the Career and Veteran Center during an academic year. In addition to usage rates established through Career Services and Veteran Services' sign-in sheets (compared to the current study body), the College also uses data collected from the CTE Graduate Survey and Transfer Graduate Survey. Listed below are the findings:</p> <p>CTE Graduate Survey:</p> <ul style="list-style-type: none"> • 50% of Fall 2021 graduates were satisfied with Career Services; 45% reported that they didn't use the services. • 25% of Spring 22 graduates were satisfied with Career Services; 75% reported that they didn't use the services. <p>Transfer Graduate Survey:</p> <ul style="list-style-type: none"> • 50% of the graduates who completed the survey were satisfied with Career Planning. • 50% of the graduates who completed the survey reported that they did not use the services. <p>Student sign-in sheets indicate that the populations served (including race, ethnicity, socioeconomic, education levels, and gender) by Career Services are representative of the community college district.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Upon the review of our department, we feel the usage and assessed need are aligned compared to other community colleges. However, there is always room for improvement with only 25-50% of your students utilizing the service.</p> <p>The department has implemented additional strategies to engage more students. Examples include creating Career Services and Veteran Services cards on the student portal for 24/7 access; participating in various events on campus and in the community to raise awareness and provide assistance outside the traditional methods; continued collaborations with Financial Aid, Advisement & Counseling, Academics, and local business and industry. We want students to see the importance and advantages of working with Career and/or Veteran Services.</p>

Indicator: Cost

<p>2.1 What are the current expenditures of the department?</p>	<p>Staffing, career assessment software and tools, staff training, and office supplies.</p> <p>The department's budget was \$120,595 in FY22, but our total actual expenditures were \$99,644. Costs were kept to a minimum by utilizing One Stop and Perkins funds and partnering with other student service areas and local employers to host events.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>Services are funded through the college's operating funds, and we remain cost effective with an efficient staff and through various collaborations. Creative, shared initiatives have allowed the department to stay up to date and equipped with the needed resources to meet student and employer needs.</p> <p>In addition to running with a lean staff, College costs are also defrayed by unique collaborations with the One Stop (American Job Center/Vermilion County Works) and Perkins grant funds. Part of the Director's and Office Specialist's salaries are funded by the One-Stop program. These collaborations promote shared resources, expanded opportunities for students, and creative workforce initiatives.</p>

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?

- Favorable data indicators were noted with our Ruffalo Noel Levitz Student Satisfaction Inventory:
 - DACC’s Responsiveness to Diverse Populations satisfaction score rose from 5.56 in 2019 to 6.11 in 2021.
 - 2021 DACC Responsiveness to Diverse Populations satisfaction score = 6.11 compared to the National cohort score of 5.66.
 - DACC’s Campus Support Services satisfaction score rose from 5.77 in 2019 to 6.21 in 2021. The 6.21 is compared to the national cohort score of 5.90
- Graduate (Career/Technical Education and Transfer) follow-up surveys.
 - 95% of the survey respondents reported being satisfied with the Career Planning services.
- Point-of-Service Customer Satisfaction Surveys (job/career fairs, workshops)
- Community College Survey of Student Engagement (CCSSE):
 - 100% of the survey respondents reported being satisfied with Career Planning

3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?

The staff is comprised two core members supervised by our Assistant Vice President of Student Services. All staff members meet the required job qualifications of their position and have several years of experience. Staff also attend annual trainings, are active in local workforce development organizations, and perform yearly departmental assessments to gauge student development and encourage growth and continued improvement.

<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>Our relationship with the American Job Center is the most innovative collaboration our office has implemented. The American Job Center is home to all the services offered through our Vermilion County workforce development partners. These partners include Vermilion County Works, DACC Adult Education, DACC Carl Perkins Career and Technical Education, DACC Small Business Development Center, Illinois Department of Employment Security, Dept. of Human Services Public Assistance, Dept. of Human Services Rehabilitation Services, First Institute Training and Management, Housing Authority of the City of Danville, East Central Illinois Community Action Agency, and National Able.</p> <p>As the Operator, Danville Area Community College's leadership is essential to realizing the vision of creating a more integrated, job-driven, public workforce system. A system that provides a valuable community resource by offering assistance to individuals looking for work, providing opportunities for incumbent workers to grow within their careers, and assisting employers with a variety of work-based learning programs. Danville Area Community College coordinates these collaborative efforts to align AJC partner program investments in workforce, education, and economic development with high demand, well-paying jobs.</p> <p>The innovative concepts and unique design that Danville Area Community College has implemented in response to the Department of Labor and the Department of Commerce and Economic Opportunity guidance, has created a workforce development system that is more transparent, more efficient, and more effective. These sound strategies coupled with the Community College's ability to respond to community and employer needs will result in a job-ready, skilled workforce.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>The strength of our service is our flexibility and customer service. We can be as micro as attending to a student that walks in our office but macro enough to host a multiple industry job fair annually. While we can handle a multitude of student needs that visit our office it is our relationship with the American Job Center that allows us to refer students to a variety of community resources to eliminate barriers to employment or education.</p>

<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>As the number of online students increases, we are working on ways to extend our services to students who are unable to come to campus. Currently we have set up video conferencing with students to increase our effectiveness, but we must continue to adapt our services to fit the online model.</p> <p>We would also like to see the number of students that we serve increase. We are researching the idea of combining Career Services with sister, front-line departments to increase the flow of student traffic to Career & Veteran Services. It is critical for students to identify their career path up front to reduce educational costs and time to completion.</p> <p>We would also like to encourage all partners to collect demographic data to ensure that our practices are helping all students equitably.</p>
<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>Noel Levitz Student Satisfaction Inventory, Community College of Survey of Student Engagement, CTE Graduate Survey, Transfer Graduate Survey, point-of-service surveys, annual Departmental Assessments, and student feedback.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Departmental assessments and surveys (campus-wide and point-of-service) are completed on an annual basis to ensure we are accomplishing our departmental goals, working on future projects, and tracking that progress. The outcomes are also used to inform our strategic planning and budgeting processes.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>We evaluated our student sign-in sheets to determine the demographics and outcomes of the students we served. The data is reviewed to ensure that all populations are served equitably. In the future, we will encourage service partners to collect demographic information too.</p>

<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>With the data available, the demographics of students served through Career Services and our overall college and community population breakdowns, we provide equitable services to a representative population. However, it was noted that the outcomes of African American and Hispanic/Latino students/community members were not quite as high as the general population served. We will investigate additional wrap-around services to support African American and Hispanic/Latino populations as they work toward their career goals.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>Partnering with 1) ICONIC, a student engagement initiative designed to help African American males; 2) community organizations that have had more success serving a higher percentage of African American and Hispanic/Latino students; 3) participate in the Hispanic/Latino Fair that the College plans to host in the future.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>N/A</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>	<p>Employ the following strategies to increase the number of students and community members served by the Career & Veterans Center:</p> <ul style="list-style-type: none"> • Collect data to track and ensure that different student populations are experiencing equitable service opportunities and outcomes. • Investigate a partnership with other front-line Student Service offices. • Attend all Success in College courses to advertise services to students (a course required of first-time degree seeking students). • Reach out to all faculty each semester to inform them about our services and to request time to visit their classes. • Attend all student events on campus to advertise and

	<p>market our services.</p> <ul style="list-style-type: none"> • Utilize social media and the student portal to engage students. • Continue building relationships and creative strategies with the American Job Center and its partners. • Continue to partner with community agencies and other departments to provide wrap-around services to students as they pursue their education/career goals.
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The Career and Veterans Center is committed to the mission of the college.</p> <ul style="list-style-type: none"> • Encourage all partners to collect demographic data for complete service/program assessment. • Continue to work with Perkins staff and initiatives to increase assistance for Special Populations. • Work with community agencies who have implemented best practice strategies and reduced equity gaps, especially with racial equity gaps. • Partner with the ICONIC student group for African American males to learn the best strategies to incorporate and model. • Participate in the Hispanic/Latino fair that is planned for the near future. • Utilize Advise, the College’s new Customer Relationship Management, to identify, send communications to, and engage student populations that are underserved. • Utilize the student portal, myDACC, to serve students with a click of a button.
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>After completing the review of our department, we are encouraged to celebrate the successes, but recognize the areas that are still in need of improvement (noted above in Intended Action Steps).</p> <p>To support the mission of the College and the Strategic Matrix, we will continue to implement strategies to close the equity gaps and increase the overall number of students/community members served. The Career and Veterans Center provides a fundamental service that sets the foundation for the pathways our students choose.</p>
<p>Resources Needed</p>	<p>Continued institutional support from the College and the Board of Trustees.</p>

Responsibility Who is responsible for completing or implementing the modifications?	The Career and Veterans Center staff and the Assistant Vice President of Student Services.
---	--

<i>DEVELOPMENTAL MATH</i>	
<i>COLLEGE NAME:</i>	Danville Area Community College
<i>FISCAL YEAR IN REVIEW:</i>	2022 - 2023
<i>REVIEW SUMMARY</i>	
<p>Program Objectives What are the objectives or goals of the program/discipline?</p>	<p>Learning Outcomes Upon completion of the specific course, students will be able to ...</p> <p><u>DEVM098</u></p> <ul style="list-style-type: none"> Solve problems that contain whole numbers, fractions, decimals, ratios and proportions. Apply mathematical concepts taught in this course to examples of real life problems and applications. <p><u>DEVM099</u></p> <ul style="list-style-type: none"> Solve mathematical problems that contain percents, measurements, geometry, introduction to algebra and basic equations. Apply mathematical concepts taught in this course to examples of real life problems and applications. <p><u>DEVM100</u></p> <ul style="list-style-type: none"> Solve mathematical problems that contain whole numbers, integers, fractions, decimals, real numbers, variable expressions, first-degree equations, proportions and percents. Apply mathematical concepts taught in this course to examples of real life problems and applications. <p><u>MATH108</u></p> <ul style="list-style-type: none"> Use appropriate mathematical terminology. Apply algebraic processes to solve problems. Write mathematical expressions and equations with correct symbols and numerical forms. Implement the appropriate strategy for solving a given problem.
<p>To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?</p>	<p>Success (C or better) rates for DEVM098 and 100 were generally around 70%, but tending toward 60% for DEVM099 and 50% for MATH108. We know the extent to which they are being achieved through the assessments that we complete.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>The Developmental Math Program enables students to bridge the gap between their secondary and college education. Students develop the mathematical skills necessary to be successful in college level classes and, therefore, pursue a college degree or certificate.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>The Developmental Education Math Program has become part of the math department, improving communication between the two programs. The DEVM100 and MATH107 (Applied Mathematical Concepts) classes can now be taken concurrently. The MSHP department has created a MASS tutoring Center for our division.</p>

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.

<i>INDICATOR 1: NEED</i>	<i>RESPONSE</i>
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	We offer many different ways to take the classes (online, on campus, late start, and at the department of corrections). We offer the MASS center for tutoring in addition to the tutoring provided through the TRIO program.
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this program?	Approximate cost for the program, based on the combined annual salaries of one full-time and two part-time developmental math instructors, is \$124,000.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the program is covered by tuition and fees.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	No
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	None
2.5 Are there needs for additional resources? If so, what are they?	There is a great and immediate need for an additional computer lab or mobile laptop station. Currently, the developmental math classes are sharing the computer lab with the HIT program, which is growing. This fall will be the last semester that the DEVM classes will be able to use the lab.
<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 How is the college working with high schools to reduce developmental needs?	DACC has a middle college program that has high school students taking developmental math classes, so that upon graduation from high school they are ready for college level coursework. Also, Transitional Math is a state-wide initiative where community colleges partner with local high schools to offer courses that provide a pathway to specific college-level math courses. As long as a course at a high school is approved by the state panel, then students that pass that class can go directly into the corresponding college level class.

<p>3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?</p>	<p>The college has developed a co-requisite course for DEVM100 and MATH107 (which bears occupational credit). Students who are placed into DEVM100 near the placement border, can take the MATH107 course in conjunction with DEVM100. Course time is devoted to MATH107 content with just-in-time supplemental materials related to DEVM100. Supplemental materials are provided using student-individualized worksheets, active learning and progression modules built within Aleks. Upon successful completion, students take MATH115, which bears transfer credit. As a result, students who choose this pathway are ensured to finish the non-stem mathematics sequence within one academic year.</p>
<p>3.3 Provide a description of the developmental sequence. Colleges may attach a graphic representation.</p>	<p>The sequence is DEVM098 (Basic Mathematic), DEVM099 (Continuation of Basic Mathematics), DEVM100 (Pre-Algebra), MATH107 (Applied Mathematical Concepts) and MATH108 (Intermediate Algebra). Students have the option to complete DEVM098 and 099 in one semester, though very few choose this route. Students also have the option to retake the placement test after DEVM098 and see if they can test into DEVM100 or MATH107 to save them time.</p>
<p>3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>We offer online, late start online, and on campus. We also offer the co-requisite DEVM100 and MATH107.</p>
<p>3.5 What innovation has been implemented or brought to this program?</p>	<p>The Developmental Education Math program has joined the math department and been moved into the MSHP division.</p>
<p>3.6 To what extent is the program integrated with other instructional programs and services?</p>	<p>We discuss the math curriculum regarding what students need for subsequent college level mathematics and math-related classes.</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>Since the Developmental Education Math program has been moved to the MSHP department, enhanced communication has been initiated between our instructors. We are able to work together and collaborate more easily on new ideas and concepts.</p>
<p>3.8 How well are completers of developmental courses doing in related college-level courses?</p>	<p>Approximate retention and success (C or better) rates, respectively, for each course were as follows: <u>DEVM098</u> 67.6% and 68.4% of 412 students <u>DEVM099</u> 53.9% and 61.2% of 157 students <u>DEVM100</u> 63.6% and 67.4% of 588 students <u>MATH108</u> 73.3% and 52.4% of 554 students</p>
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>The instructor that teaches the co-requisite course is participating in the statewide DERA assistance program that provides professional development and guidance for developing co-requisite coursework. Additionally, the instructor was provided with co-requisite and Aleks training by the McGraw Hill publishing company.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i></p>	

DATA ANALYSIS FOR DEVELOPMENTAL MATH

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

<i>COURSE TITLE</i>	(DEVM098) Mathematics				
<i>COURSE DESCRIPTION</i>	DEVM098 is the first of a two semester sequence of courses which provides a systematic review of mathematics with the utilization of programmed materials, so that each student progresses at his/her own rate. (Non Degree Credit)				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	108	78	75	87	64
<i>CREDIT HOURS PRODUCED</i>	432	312	300	348	256
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	70%	67%	63%	68%	73%
<i>COURSE TITLE</i>	(DEVM099) Mathematics				
<i>COURSE DESCRIPTION</i>	DEVM099 is the second of a two semester sequence of courses which provides a systematic review of mathematics with the utilization of programmed materials, so that each student progresses at his/her own rate. (Non Degree Credit).				
<i>NUMBER OF STUDENTS ENROLLED</i>	24	28	27	41	37
<i>CREDIT HOURS PRODUCED</i>	96	112	108	164	148
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	58%	79%	56%	61%	54%
<i>COURSE TITLE</i>	(DEVM100) Mathematics Pre-Algebra				

<i>COURSE DESCRIPTION</i>	DEVM100 is a systematic review of the basics of algebra with the utilization of programmed materials. It is designed for students who have placed into it or have completed DEVM 098/099 satisfactorily, but are not ready to go on to MATH107. (Non Degree Credit).				
<i>NUMBER OF STUDENTS ENROLLED</i>	147	120	116	99	106
<i>CREDIT HOURS PRODUCED</i>	567	473	464	396	424
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	65%	74%	67%	69%	64%
<i>COURSE TITLE</i>	(MATH108) Intermediate Algebra				
<i>COURSE DESCRIPTION</i>	This course is a study of the properties of real numbers, the properties of exponents and radicals, the arithmetic of polynomial and rational expressions, linear and quadratic equations and inequalities, systems of linear equations, and an introduction to functions. Problem-solving skills and critical-thinking skills are emphasized.				
<i>NUMBER OF STUDENTS ENROLLED</i>	137	113	95	121	88
<i>CREDIT HOURS PRODUCED</i>	548	452	380	484	352
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	48%	53%	49%	61%	52%
REVIEW RESULTS					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	It appears that our DEVM098 and 100 courses are nearly on target, but with some room for improvement. However, our DEVM099 and MATH108 courses are experiencing far more inconsistency and falling short of the 70% success rate goal.				
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	DEVM098: Students are encouraged to retake failed tests within two weeks of their first attempt, but only after meeting with the professor to review the failed first attempt. DEVM100: Students failing the first test (which covers operations with whole numbers) will be dropped and placed into DEVM098. Students failing any test after the first are encouraged to retake failed tests within two weeks of their first attempt, but only after meeting with the professor to review the failed first attempt.				

<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Institute intrusive advising and/or mentoring to address academically detrimental behaviors such as poor attendance and incomplete/missing work.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>MATH107/DEVM100 CoReq addresses equity gaps in that it allows students to save tuition by "skipping" DEVM100 (the cost is decreased by two credit hours).</p>
<p>Resources Needed</p>	<p>A new math/computer lab (and possibly a mobile computer cart) is needed since DEVM098 and 099 must be taught in a computer lab (the lab will be absorbed by the HIT program beginning 2024).</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Barb Weldon will be responsible for implementing modifications in DEVM098 and 100, Kathy Sturgeon will be responsible for DEVM100/MATH107, and Amber Anderson will be responsible for MATH108.</p>