DANVILLE AREA COMMUNITY COLLEGE
DISTRICT 507

PROGRAM REVIEW

FY 2013

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DANVILLE AREA COMMUNITY COLLEGE

PROGRAM REVIEW
FY 2013

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CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
12.0503

Career Cluster
Hospitality and Tourism

Career Pathway
Restaurant & Food/Beverage Services

Program of Study
Waiter, Waitress & Dining Room Management

Community College Program Title	**Degree Type**
Basic Culinary Arts Certificate	30Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives: With a focus of food preparation and production skills, nutrition, and food safety and sanitation, the 12 credit hour Culinary Arts Certificate program prepares students for entry-level positions in the food service industry. Those individuals not pursuing a certificate program but very interested in increasing their culinary knowledge and skills can select from the courses listed based on their own interests. Practical hands-on lab activities in a state-of-the-art commercial kitchen environment provide opportunities for students to master the skills required for employment. The program offers 4 courses in total.

Need: This 12 credit hour Culinary Arts Certificate is designed for high school juniors and seniors to learn the basics of Food Sanitation and Safety, Culinary Essentials, and Nutrition and Menu Planning as part of the College Express program on campus. The program hoped to be a feeder series of courses for the 30 credit hour certificate only available to those who have completed high school, enabling them to enter a field in the food/restaurant industry. The program delivers one class per semester over four total semesters.

Entry-level education for chefs and head cooks is typically a high school diploma or equivalent. This certificate program allows students to learn more about the industry prior to entering it right out of high school with basic knowledge of food preparation. Most chefs acquire their skills through work experience or long-term on-the-job training. Many others receive formal training from technical school, culinary arts school, a 4-year college, or community colleges. Employment of chefs and head cooks is projected to experience little or no change from 2010 to 2020. Although overall job opportunities are expected to be good, competition is expected to be high for jobs at upscale restaurants, hotels, and casinos, where the pay tends to be greater. (Source: Bureau of Labor Statistics, Occupational Outlook Handbook, www.bls.gov/ooh.)

The Illinois Department of Employment Security Employment shows an annual compound growth rate of 1.42 for Food Preparation & Serving Occupations (statewide). This is an increase from 2010-2020 in employment by 21,957 jobs. In Vermilion County, Food Preparation & Serving Occupations expect an annual compound growth rate of .85, or 102 job openings due to growth or replacement for 2008-2018.

Enrollment/Retention/Placement: The program has enrolled a total of 254 students since its inception in 2008. The program has struggled to gain interest among students wanting to complete the entire series only having 14 students complete the certificate. We do, however, get several students who have taken the College Express program who enroll in the 30 credit hour courses. Most classes reach their maximum enrollment of 20 each semester. We have not tracked retention of the course series to its fullest but the College is looking into an effective means to track this data. These students have not been tracked as to their placement but we are implementing a process to survey graduates as to their employment status in the coming year.

Cost effectiveness: The operational costs of this course are similar to other CTE programs at the College. The program tuition is $60.00 per credit hour or $720.00 for the 12 credit-hour program; this is a special discount offered to the area high schools which fund the students who attend at no charge. The cost of books is fairly inexpensive since several of the courses share the same books; handouts are utilized as much as possible. At this time, we do not find any ways to lower the program costs without removing some content, e.g. less food preparation during laboratory instruction. At this time, we do not see a need for additional resources.

Quality: The program strength is popularity and that it is a life skill for anyone who takes the courses regardless if they continue on to become employed in the field. The program weakness is the number of students who have taken one or more classes, but do not complete the certificate. The number of certificate completers is low. Students who complete the program are much more attractive to employers compared with untrained candidates. There is no plan to improve the curriculum at this time although after reconvening the advisory committee for the program, it may be determined that industry needs may drive improvements or changes in the curriculum.

The program incorporates and aligns secondary and postsecondary education elements

by offering dual-credit (high school and college credit) to high school juniors and seniors, meeting the minimum requirements of a program of study according to Perkins IV. The program includes academic and CTE content in a coordinated, non-duplicative progression of courses.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
12.0503

Career Cluster
Hospitality and Tourism

Career Pathway
Restaurant & Food/Beverage Services

Program of Study
Culinary Arts / Chef Trainer

Community College Program Title	**Degree Type**
Culinary Arts	20Cert

Action

X   Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives: With a focus of food preparation and production skills, nutrition, and food safety and sanitation, the 30 credit hour Culinary Arts Certificate program prepares students for various entry-level positions in the food service industry. Those individuals not pursuing a certificate program, but very interested in increasing their culinary knowledge and skills, can select any of the courses listed based on their own interests. Practical hands-on lab activities in a state-of-the-art commercial kitchen environment provide opportunities for students to master the skills required for employment. The program is made up of 11 courses, and students have the option of selecting 10 of those courses. The Food Sanitation and Safety course is mandatory.

Need: Entry-level education for chefs and head cooks is typically a high school diploma or equivalent. This certificate program allows students to learn more about the industry prior to entering it right out of high school with basic knowledge of food preparation. Most chefs acquire their skills through work experience or long-term on-the-job training. Many others receive formal training from technical school, culinary arts school, a 4-year college, or community colleges. Employment of chefs and head

cooks is projected to experience little or no change from 2010 to 2020. Although overall job opportunities are expected to be good, competition is expected to be high for jobs at upscale restaurants, hotels, and casinos, where the pay tends to be greater. (Source: Bureau of Labor Statistics, Occupational Outlook Handbook, www.bls.gov/ooh.)

The Illinois Department of Employment Security Employment shows an annual compound growth rate of 1.42 for Food Preparation & Serving Occupations (statewide). This is an increase from 2010-2020 in employment by 21,957 jobs. In Vermilion County, Food Preparation & Serving Occupations expect an annual compound growth rate of .85, or 102 job openings due to growth or replacement for 2008-2018.

Enrollment/Retention/Placements: The program has enrolled a total of 77 students since its inception in 2010. The program has struggled to gain interest among students wanting to complete the entire series only having 15 students complete the certificate. We do, however, get several students who, after taking one or more of the College Express courses, enrolled in the 30 credit hour program courses. The enrollment continues to be high, usually reaching maximum of 15 students in each course offered, each semester. Several classes have reached their maximum for the fall of 2013 so we have increased the maximum to 20 for all classes except for Food Sanitation and Safety which will now be 24. We have not tracked retention of the course series to its fullest but the College is looking into an effective means to track this data. These students have not been tracked as to their placement but we are implementing a process to survey graduates as to their employment status in the coming year.

Cost Effectiveness: The operational costs of this course are similar to other CTE programs at the College. The program tuition is $120.00 per credit hour or $3,600.00 for the 30 credit-hour program. The cost of books is fairly inexpensive since several of the courses share the same books. For those courses where food is a necessity, students pay an additional fee of $85.00 per course. At this time, we do not find any ways to lower the program costs without removing some content, e.g. less food preparation during laboratory instruction.

Quality: The program strength is popularity and that it is a life skill for anyone who takes the courses regardless if they continue on to become employed in the field. The program weakness is the number of students who have taken one or more classes, but do not complete the certificate. The number of certificate completers is low. Students who complete the program are much more attractive to employers compared with untrained candidates. With the reconvening of the Advisory Council this year, industry needs may drive improvements or changes in the curriculum.

Upon completion of the CULA 405 course (food sanitation and safety), all students are given the opportunity to take and successfully pass the Illinois Food Handlers Sanitation Certification Exam from the Illinois Department of Public Health (IDPH).

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
15.1001

Career Cluster
Architecture & Construction

Career Pathway
Construction

Program of Study
Carpentry

Community College Program Title	Degree Type
Construction Occupations (DOC)	20Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need and Cost Effectiveness: DACC began educational programming, including the Construction Occupations Certificate, at the Danville Correctional Center (DCC) in the summer of 2009. The Construction Occupations curriculum is a DOC State-wide curriculum in which all DOC facilities offering the program teach the same classes. These classes are open entry/open exit with an expectation that there will be 17 students enrolled at all times. There is always a waiting list for this program. It has been documented that offering career and tech programs to inmates reduces their time and thus saves the state money. I would expect that this program will continue to be funded by DOC.

Quality: There has been a DOC state-wide task force working to revise this certificate. The new course work will be ready in the near future.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
15.1302

Career Cluster
Manufacturing

Career Pathway
Maintenance Installation & Repair

Program of Study
Computer Hardware Technology

Community College Program Title	**Degree Type**
Manufacturing Engineering Technology CAD Option	03AAS

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need: The Manufacturing Engineering Technology AAS degree program continues to attract the necessary students to meet the local manufacturing needs. In the past 2 years the enrollments have increased due to some plant closures in the district. A large number of the students in this program are already working in the manufacturing area and taking classes to improve job skills.

The college is partnering with our local economic development group and local manufacturers to create an Intro Manufacturing course that will be structured to attract high school juniors and seniors to our College Express program (dual credit). The local manufacturers will provide paid internships to these students. The college will also offer NIMS Certification to our high school students enrolled in the College Express program. The college plans to continue this program and maintain the excellent equipment in our lab.

Cost Effectiveness: The college has been able to obtain Federal Grant dollars to

purchase equipment and thus reduce the amount of local dollars to support this program.

Quality: The Manufacturing Engineering Technology AAS degree program was reaccredited by NIMS (National Institute for Metalworking Skills) since the last program review. A large number of our students continue to take and pass the NIMS certification tests. We have a 98% pass rate on these exams.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
43.0203

Career Cluster
Laws, Public Safety, Corrections, & Security

Career Pathway
Emergency and Fire Management Services

Program of Study
Fire Science/Firefighting

Community College Program Title	**Degree Type**
Associate Degree in Fire Science	03
Fire Science Tech Specialist	30Cert

Action

X   Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives: The Fire Science program at Danville Area Community College prepares students for employment as firefighters, fire officers, fire technician specialists, fire company officers, hazardous materials operations officers, and roadway rescue specialists with county, municipal, state and federal fire departments. It also trains students for employment as officers for park districts, national forests, and conservation districts. Students in the fire science program are also prepared to work in a variety of occupational safety jobs, such as safety officers with companies that handle hazardous materials.

Need for the Program: All of the students in the fire science program work directly as paid employees or volunteers with a fire protection district. There are an underwhelming number of jobs available for degree or certificate completers, but the need for training continues to be great. Most central Illinois rural and county-wide populations outside of cities are served by volunteer fire fighters who have critically underserved training needs. The lack of jobs in the fire protection field makes it more

critical that the community college provide training for those willing to donate their time and resources to pursue training and be instantaneously ready for public emergencies. As is the case in so many other areas of the workforce (both paid and volunteer), the ranks are being depleted due to retirements and the need for new leadership is greater than ever. The DACC Fire Science program provides a critical public service that helps to ensure the safety and protection of the communities it serves.

Enrollment/Retention/Placement: A total of 122 students have taken fire courses since 2005. Of those students, 13 have completed the requirements for the degree, and another 13 have completed the requirements for the certificate. Many others have completed all but one or two of the courses for the certificate. Four of the graduates have taken positions as full-time firefighters. These numbers are obviously low. The success of the program can be measured better by looking at the number of students who have completed coursework that makes them eligible to take certification examinations through the Illinois Office of the State Fire Marshall. Coursework at the college prepares students to take the exams for Fire Fighter II, Fire Officer I, Fire Instructor I, Fire Apparatus Engineer and Vehicle Machinery Operations. To take some of these exams students must meet additional requirements, such as years of service.

Total Number of Students Successfully Completing Courses Required to be Eligible to Take Illinois Office of the State Fire Marshal Certification Examinations
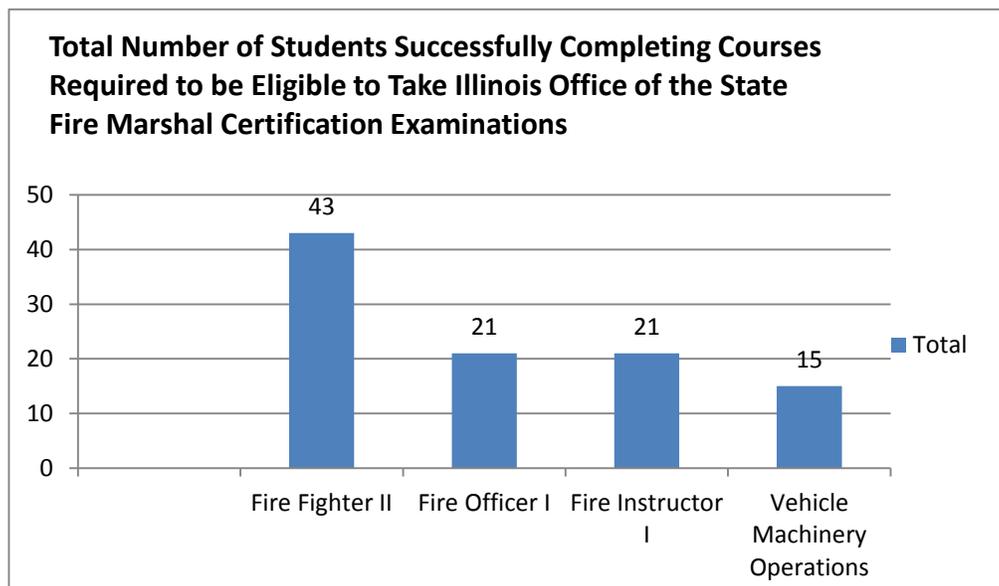
At the end of fiscal year 2012, 43 students had completed the courses necessary to sit for the Fire Fighter II exam, 21 students had completed the courses necessary to sit for the Fire Officer I and Fire Instructor I exams, and 15 students had completed the coursework needed to qualify to take the Vehicle Machinery Operations exam. In addition, 31 students were within one course of completing the requirements to take the Fire Fighter III exam, 29 to take the Fire Apparatus Engineer exam, 31 to take the Hazardous Materials Operations exam, and 21 to take the Technical Rescue Awareness exam.

Cost-effectiveness: The cost to provide this program of study has been comparable to that of other programs in the Law, Public Safety, Corrections, & Security Cluster. The net instructional cost per credit hour in the Fire Science AAS degree program was $2460.60 for fiscal year 2011, the most recent year for which this information was available. This was just slightly higher than that for the Criminal Justice Correctional Officer Youth Supervisor and Criminal Justice Corrections Parole Officer AAS degree programs, which was $2158.16. The net instructional cost per credit hour in the Fire Science Tech Specialist certificate program was $1692.44. This was comparable to the net instructional cost per credit hour for the Criminal Justice Corrections Parole Officer certificate program, which was $1557.83. The net instructional cost of the program, which has been operating at 50 percent, should be decreasing because the headcount in the program has been increasing. In fiscal year 2011 the duplicated headcount was 74 and the total credit hours generated were 204. In fiscal year 2012 the duplicated headcount grew to 91 and the total credit hours generated to 249. It is too soon to predict what the numbers will be for fiscal year 2013, but the enrollments in the fire science classes for fall 2013 at the time of this writing are higher than they were for fall 2012.

Quality: The fire science curriculum is based on that recommended by the Illinois Office of the State Fire Marshall and the federal fire fighter training standards of the National Fire Protection Association. The skill standards for each course are identical to the state standards. The college complies with the regulations outlined in the Illinois Administrative Code, Sections 141.1 through 141.500. The college submits a course approval form that includes the course outline and examinations where applicable for each course every five years to the Illinois Office of the State Fire Marshall. (These forms must be submitted every five years, unless there is a change of Fire Chief/School Director, a change in course content, or the college is adding a course to the curriculum that has not been submitted previously.) This form, which was last submitted January 1, 2009, will be submitted by August 1, 2013, when it is next due.

Upon successful completion of the appropriate course or courses, students are eligible to take the state examinations in a given area. Students' names are submitted to the Illinois Office of the State Fire Marshall verifying they are eligible to take the state exam in that specific area. The instructor must attest that all course objectives have been taught, that all cognitive and practical skills successfully accomplished, and that records exist and are available for review by the Division of Personnel Standards and Education for each course. Successful completion of a course is determined by following the Illinois Administrative Code, Section 140, Part 140.16. Instructors for all Fire Science courses must meet the instructor prerequisites for each course as determined by the Illinois Office of the State Fire Marshall.

The program provides state of the art curriculum and training. Through partnerships with the City of Danville Fire Department and volunteer fire departments throughout the district, the college has had access to training facilities with the latest in fire equipment and technology. Faculty for the program are Fire Science Certified Instructors who serve on local fire departments. Because they are active firefighters

they are current on all new laws or procedures required by the Office of the State Fire Marshall.

Students completing the degree or the certificate receive not just state of the art career and technical training but also complete general education courses. Students in the degree program complete one course each in English, mathematics, speech, social science and Spanish. Students in the certificate program complete one course each in English and mathematics. General education courses at DACC are designed to help students develop competence in written, oral and visual communications; competence in critical inquiry and problem solving; competence with technology; and competence in social skills and cultural awareness.

The program has a strong advisory committee. The members are dedicated to the success of the program and provide excellent guidance to the college. The committee is comprised of firefighters at all levels and from a wide range of departments throughout the district. This year a representative from industry who himself is a volunteer fire fighter was added to the advisory committee. Without the guidance and support of the advisory committee, the fire science program at DACC would not have achieved the success it has.

Programmatic Improvements: One improvement the college made to the fire science program was to reduce the total number of credit hours in the curriculum to 60. This was in response to the state-wide push to bring all career and technical degree programs in alignment with the minimum required for Associate of Arts and Associate of Science degrees. FIRE 181, Vehicle and Machinery Operations, was deleted from the program because the equipment required to offer it was very expensive to purchase, and local fire departments do not have it themselves so the college could not collaborate with them to provide the required hands-on training. Students who still wish to take this course can do so at the Fire Science Academy at the University of Illinois, and the college will accept the course as transfer credit.

The college has improved its efforts to collect the data it needs to evaluate the effectiveness of the program and inform practice. The college is using a database to monitor the progress of each student to assure he or she is on track to complete the courses needed to achieve his or her goal, whether that be Fire Officer I status, certification in Fire Apparatus Engineer, or the fire science degree or certificate. The college is currently setting up a process to monitor the success rates on the state exams. The college records the names submitted to the Office of the State Fire Marshall for each certification test each semester, but to date the college has not verified which students actually took the certification tests for which they were eligible and which students passed the tests. Once this process is finalized, the college will keep record of every state certification a student earns. Finally, the college is setting up a process to verify which students are employed in the field or have made advances in the field (either paid or volunteer) as a result of courses completed with the college. When collecting and reviewing this data, the college will disaggregate the data to see if students from underrepresented groups or "special populations" are represented and if

they are achieving at the same rate as individuals not from underrepresented groups. If they are not, the college will investigate best practices to address this concern.

In addition to improving data collection and usage, the college plans to apply for state approval, matching state certification testing with that of the DACC final exam. This would mean that upon completion of a specific course, a student would receive Illinois Office of the State Fire Marshall Certification for that course without retesting. A future goal for the program is to develop a Fire Officer III certificate program that would be offered online. Because there have been many retirements statewide, there is a shortage of trained officers. There is also a shortage of training opportunities for these officers. Making the training available in an online format would make it accessible to anyone state-wide, and it would make it possible to offer it frequently and perhaps on as as-needed basis.

Requirements of a Program of Study according to Perkins IV: The fire science program more than meets the minimum criteria of a Program of Study as mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006. First, the program incorporates and aligns secondary and postsecondary education elements through dual enrollment agreements between the college and local school districts. Students from the high schools within the community college district can receive both high school and college credit for fire science classes upon the recommendation of the high school guidance counselors. They can also complete the general education requirements via dual enrollment. Secondly, this program meets the minimum criteria of a Program of Study by including academic and CTE content in a coordinated, non-duplicative progression of courses. Academic content includes all of the state general education requirements in communications, mathematics, life and physical science, social science, humanities, and fine arts, as well as the Human Relations content requirement. The AAS degree program includes 41 credit hours in fire science courses and 19 credit hours in general education. The certificate program includes 28 credit hours in fire science courses and 7 credit hours in general education. Thirdly, students completing the Associate of Applied Science degree may then transfer to Southern Illinois University, with which DACC has a 2 + 2 agreement. Efforts are being made to develop 2 + 2 agreements with other four-year institutions, specifically Western Illinois University's B.A. in General Studies and Firefighters (which is online) and Indiana State University's B.S. in Safety Management Program.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
51.0910

Career Cluster
Health Science

Career Pathway
Diagnostic

Program of Study
Sonography Technologist

Community College Program Title	**Degree Type**
Diagnostic Medical Sonography	20Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives:

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

  Communicate effectively.
  Engage in critical thinking.
  Perform competently in clinical practice.
  Demonstrate professional growth.

- To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified sonographers.

  Between 2009 – 2011 100% of returned sono graduate surveys indicated 100% satisfaction with the program preparing them for employment and the certification exam; 100% of employers indicated satisfaction with DACC

sono graduates. 98% of graduating students indicate satisfaction with the program on the Exit Evaluation. 100% of sono clinical instructors indicated satisfaction with the program and it's preparation of students.

N**eed:** Sonography is part of a rapidly expanding health care industry with excellent job opportunities. This profession is expected to grow even more as the population ages and physicians/patients seek alternative imaging procedures.

This is a profession which is in high demand throughout the U.S. Over 300 million radiologic procedures are performed across the country each year. Approximately 7 out of 10 Americans will undergo some type of medical imaging procedure this year.

Sonography, also called ultrasonography, is the use of sound waves to generate images for the assessment and diagnosis of various medical conditions. These detailed images provide views into the inner workings of the body. Sonographers must possess knowledge of anatomy, physiology, ultrasound instrumentation/physics and patient care.

Graduates are employed as staff sonographers, primarily in hospitals, clinics, imaging centers and physician's offices. Sonographers can also be considered for additional training in specialty areas such as vascular ultrasound. Career opportunities also exist in administration, education, sales and marketing and applications training for sonographers with more advanced degrees.

The median salary for sonographers is $59,000. Demand for sonographers remains strong. This trend is evident locally, statewide and nationwide.

Enrollment/Retention/Placement: Since 2009 the Sonography program has achieved an 85% graduation rate, a first time pass rate of 72% on the ARDMS certification examination (on par with the national average) and a 90% job placement within 6 months of graduation.

Enrollment in the programs remains at capacity or near capacity.
Job placement remains strong for sonography.

The greatest barrier to student retention is financial hardship. Targeted scholarships from the Foundation would be very helpful.

Cost Effectiveness: Students in this program pay a tuition rate that is twice the normal charged at DACC.

About one third to one half of the students in this program are from out of district.

The program typically has greater revenue than expenses with just counting tuition and fees. It definitely has greater revenue than expenses when the reimbursement for students in health programs and equalization are factored.

Quality: Graduates qualify to sit for ARRT and/or ARDMS certification examinations. The instructor must complete biennial/triennial continuing education requirements to maintain certifications/licenses.

Instructors and students attend the RSNA convention in Chicago every year to learn about the latest advancements in equipment and technology. The sonography instructor attends an ARDMS approved continuing education conference every year.

The curriculum is constantly under review in order to match the current technology, equipment, procedures, techniques in the field and the content of the credentialing examinations. Input is sought from clinical education sites and students as well as faculty/administrators in order to keep up to date with the advancements in the professions.

Examples of curriculum revisions include:
- incorporating scanning labs into the fall semester;
- decreased SONO 103 from 3 to 2 credits because content did not warrant the additional hour;
- increased SONO 102 from 3 to 5 credits in order to more fully cover the content;
- moved SONO 103 from fall to spring semester for a more balanced class load;
- converted SONO 103 to online delivery to accommodate its move to spring;
- increased the number of clinical hours to meet new ARDMS requirements.

The Sonography classes must meet the content specifications of the ARDMS and ARRT certification examinations.

The programs follow the college's assessment plan of assessing certain general education components of selected classes each semester.

Strengths: qualifications of faculty, equipment on campus and the rotation of students through more than one clinical site which gives them exposure to a variety of protocols, equipment, patients and personnel.

Weakness: none.

This program awards an Advanced Certificate at completion. The courses are sequential, non-duplicative that build on prior learning. High school students are not eligible to enroll in its classes. Entry into the program is competitive and selective with an enrollment limit of 10. Applicants to this program must have already completed a degree or 2-year certificate and current license/certification in the radiologic sciences, nursing, or other health profession or any bachelor's degree or higher.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012-2013
Program Identification Information

6-digit CIP
51.0910

Career Cluster
Health Science

Career Pathway
Diagnostic

Program of Study
Echocardiography Technologist

Community College Program Title	Degree Type
Echocardiography Advance Certificate	20Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives:

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

  Communicate effectively.
  Engage in critical thinking.
  Perform competently in clinical practice.
  Demonstrate professional growth.

- To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified echocardiographers.

  Graduate and employer data are not available yet due to the program being only one year in existence. 96% of students indicate satisfaction with the

program on the Exit Evaluation. 75% of clinical instructors indicated satisfaction with the program and it's preparation of students.

Need: This is a profession which is in high demand throughout the U.S. Over 300 million radiologic procedures are performed across the country each year. Approximately 7 out of 10 Americans will undergo some type of medical imaging procedure this year.

Echocardiography is part of a rapidly expanding health care industry with excellent job opportunities. This profession is expected to grow even more as the population ages and physicians/patients seek alternative imaging procedures.

Echocardiography is the use of sound waves to generate images for the assessment and diagnosis of various heart conditions. Echocardiographers must possess knowledge of anatomy, physiology, ultrasound instrumentation/physics and patient care employed as echocardiographers primarily in hospitals, clinics, imaging centers and physician's offices. Career opportunities also exist in administration, education, sales and marketing and applications training for echocardiographers with more advanced degrees.

Demand for echocardiographers remains strong. This trend is evident locally, statewide and nationwide. The median salary for echocardiographers is $59,000.

Enrollment/Retention/Placement: Since 2012 the echocardiography program has achieved an 88% graduation rate, a first time pass rate of 85% on the CCI certification examination and a 100% job placement within 6 months of graduation.

Enrollment in the program was at near capacity for its first year but dropped to 50% of capacity in its second year due to no-shows who had committed to enter the program and students withdrawing for financial reasons.

Job placement remains strong for echocardiography.

The greatest barrier to student retention is financial hardship. Targeted scholarships from the Foundation would be very helpful.

Cost Effectiveness: Students in this program pay a tuition rate that is twice the normal charged at DACC. About one third to one half of the students in this program are from out of district.

The program typically has greater revenue than expenses with just counting tuition and fees. It definitely has greater revenue than expenses when the reimbursement for students in health programs and equalization are factored.

Quality: Graduates qualify to sit for the CCI and/or ARDMS certification examinations. The instructor must complete triennial continuing education requirements to maintain

certifications/licenses.

Instructors and students attend the RSNA convention in Chicago every year to learn about the latest advancements in equipment and technology. The echocardiography instructor attends an ARDMS approved continuing education conference every year.

The curriculum is constantly under review in order to match the current technology, equipment, procedures, techniques in the field and the content of the credentialing examinations. Input is sought from clinical education sites and students as well as faculty/administrators in order to keep up to date with the advancements in the professions.

Examples of curriculum revisions include:
- created ECHO 106 EKG and ECHO 107 cardiac sect anatomy following the first year of delivering the program based on student and clinical site recommendations;
- made ECHO 107 an online class and placed in the spring semester for better class load balance;
- increased the number of clinical hours to meet new ARDMS requirements.

Strengths: qualifications of faculty, equipment on campus and the rotation of students through more than one clinical site which gives them exposure to a variety of protocols, equipment, patients and personnel.

Weakness: Lower than expected number of qualified applicants. Strategies that will be employed for the next application cycle include giving recruitment presentations to UIUC Applied Health Science department students, Lakeview School of Nursing students and the DACC Nursing program.

Echo classes must meet the content specifications of the ARDMS/CCI certification examinations

The programs follow the college's assessment plan of assessing certain general education components of selected classes each semester.

This program awards an Advanced Certificate at completion. The courses are sequential, non-duplicative that build on prior learning. High school students are not eligible to enroll in its classes. Entry into the program is competitive and selective with an enrollment limit of 10. Applicants to this program must have already completed a degree or 2 year certificate and current license/certification in the radiologic sciences, nursing, or other health profession, or any bachelor's degree or higher.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
51.0911

Career Cluster
Health Science

Career Pathway
Diagnostic

Program of Study
Radiologic Technologist

Community College Program Title	Degree Type
Radiologic Technology	03AAS

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives:

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

  Communicate effectively.
  Engage in critical thinking.
  Perform competently in clinical practice.
  Demonstrate professional growth.

- To provide the community's health care facilities, including hospitals, professional clinics and private physician's offices with qualified radiographers.

  Between 2006 – 2011 100% of returned rad tech graduate surveys indicated 100% satisfaction with the program preparing them for employment and the certification exam; 93% of employers indicated satisfaction with DACC rad

tech graduates. 98% of graduating students indicated satisfaction with the program on the Exit Evaluation. 100% of rad tech clinical instructors indicated satisfaction with the program and it's preparation of students.

Need: Radiologic technologists perform complex medical procedures to obtain detailed images of the internal structures of the human body. They must possess knowledge of anatomy, physiology, radiographic positioning and exposure factors, radiation safety, patient care and electronics. Over 300 million radiologic procedures are performed across the country each year. Approximately 7 out of 10 Americans will undergo some type of medical imaging procedure this year.

Graduates find employment primarily in hospitals, imaging centers, clinics and physician's offices. With some additional training, graduates can seek positions in post-primary imaging areas such as CT, MRI, Mammography, and Cardiac, Vascular, and Interventional Technology. Career opportunities also exist in administration, education, sales and marketing and applications training for technologists with more advanced degrees.

The median salary for radiographers is $40,000. Demand for rad techs is somewhat flat at this time in this region and nationwide. The situation has been this way for about the past 3 years.

Enrollment/Retention/Placement: Since 2005 the Rad Tech program has achieved a 94% graduation rate and 97% first time pass rate on the ARRT certification exam and 83% job placement within 6 months of graduation. The greatest barrier to student retention is financial hardship. Targeted scholarships from the Foundation would be very helpful.

Cost Effectiveness: This is a high cost program due to equipment needs and maintenance, the need to visit clinical sites on a regular basis, and the need to have a director. Students in this program pay a tuition rate that is twice the normal charged at DACC.

The program typically has greater revenue than expenses with just counting tuition and fees. It definitely has greater revenue than expenses when the reimbursement for students in health programs and equalization are factored.

Quality: The Rad Tech program has specialized accreditation through the JRCERT. Graduates are qualified to sit for ARRT certification exam in radiography.

Instructors must complete biennial continuing education requirements to maintain certifications/licenses.

Instructors and students attend the RSNA convention in Chicago every year to learn about the latest advancements in equipment and technology. The instructors attend the ACERT national continuing education conference in Las Vegas every year.

The curriculum is constantly under review in order to match the current technology, equipment, procedures, techniques in the field and the content of the credentialing examination. Input is sought from clinical education sites and students as well as faculty/administrators in order to keep up to date with the advancements in the professions.

Examples of curriculum revisions for Rad Tech include:
- removing much of the content on film/screen radiography, conventional tomography and fluoroscopy from RDTC 103 and 108 as it is becoming obsolete;
- introducing concepts of digital imaging sooner in curriculum in RDTC 103;
- placing equipment QC in RDTC 107 instead of 103 as it is a better fit under radiation protection;
- increasing RDTC 205 from 2 to 3 credits in order to cover content in more depth;
- decreased RDTC 203 from 2 to 3 credits by moving the CT/MRI technical/equipment component to RDTC 201.

Strengths: qualifications of faculty, variety of equipment at clinical sites, college facilities and the rotation of students through more than one clinical site which gives them exposure to a variety of protocols, equipment, patients and personnel.

Weakness: lack of a large, major, trauma center type hospital as a clinical education site.

The program follows the college's assessment plan of assessing certain general education components of selected classes each semester.

This program awards an Associate of Applied Science at completion. The courses are sequential, non-duplicative that build on prior learning. High school students are not eligible to enroll in its classes. Entry into the program is competitive and selective with an enrollment limit of 15. Applicants to the program must have completed MATH 105, PHYS 141, BIOL 136, and BIOL 137 in order to qualify for selection.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
52.0204

Career Cluster
Business Management & Administration

Career Pathway
General Management

Program of Study
Business

Community College Program Title	Degree Type
Management	20Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need: The Management Certificate was derived from the Marketing AAS degree. Years ago the college had a Marketing/Management AAS degree. In the early 90's the management name was dropped. To meet the community needs, a management certificate was created. The primary enrollees in this program are students who currently hold jobs and are seeking to move up in the company to a management role.

Cost Effectiveness: Almost all of our marketing/management classes are offered online. This makes the certificate very valuable to existing workers who are trying to balance family, work and classes.

This certificate has an average of four completers a year for the past eight years. Though these numbers are not great—they are a subset of our Marketing Degree numbers and that program has about 20 full-time students per year.

There is one full-time faculty for this program which is about 90% online. Because there is really no equipment required to offer these classes, the program is very cost efficient.

Quality: The college has begun to explore the option to create a new free standing AAS in Management. We have been collecting data and hope to submit this degree to ICCB soon.

One other course inserted into the curriculum since the last review is a Sports Management class. This class has been very popular with our athletes.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
52.0402
52.0401

Career Cluster
Business Management & Administration

Career Pathway
Administrative Support

Program of Study
Administrative Assistant
Office Clerical & Typing Services

Community College Program Title	**Degree Type**
Administrative Professional	03AAS
Office Assistant	30Cert
Advanced Office Assistance Certificate	30Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need: The Administrative Professional is one of four Associate in Applied Science offerings in our Office Systems department. All four of these degrees contain a solid core of office and software classes. At the present time, there are numerous local/state job opportunities for these completers/graduates.

Cost Effectiveness: Three years ago the staff evaluated all these degrees and aligned the core classes to be offered in the same semesters. This effort greatly improved class sizes and cut back on offering every class every semester. At the same time all of the associated certificates were evaluated and courses realigned to match the degree offerings by semester.

The result of this effort allows a student to complete their 1st and 2nd semesters of an

Office Systems degree program and also complete the requirements for two certificates. This was done to give students a sense of accomplishment while they are taking classes.

The Administrative Professional AAS continues to have the largest enrollment of the four degrees. This degree has averaged eight completions a year over the past eight years. When we add in the completers of the other three degrees we have a good core of 20 to 25 Office Systems students per year.

There are currently two full-time faculty teaching in the courses for this degree. At one time there were four full-time faculty members. The use of part-time faculty has helped the college control costs.

Quality: This past year we merged all of our Business related advisory committees into one committee. This group met in the fall of 2012. It was a great meeting and allowed the members to see all of our Business offerings. They had some great suggestions that will allow us to consolidate some courses and be more efficient.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 0 2013
Program Identification Information

6-digit CIP
52.0407

Career Cluster
Business Management & Administration

Career Pathway
Administrative Support

Program of Study
Administrative Assistant
Data Entry/Micro Computer Applications

Community College Program Title	**Degree Type**
Software Specialist	03AAS
Beginning Software Applications	30Cert
Advanced Software Applications	30Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need: The Software Specialist is one of four Associate in Applied Science offerings in our Office Systems department. All four of these degrees contain a solid core of office and software classes. The local, regional, and state economy is still supporting the need for office professionals.

Cost Effectiveness: There are currently two full-time faculty teaching in this area of curriculum. At one time there were four full-time members. The use of part-time faculty has helped the college control costs.

Three years ago the staff evaluated all these degrees and aligned core classes to be offered in the same semesters. This effort greatly improved class sizes and cut back on offering every class every semester. At the same time all of the associated certificates were evaluated and courses realigned to match the degree offerings by semester.

The result of this effort allows a student to complete their 1st and 2nd semesters of an Office Systems degree program and also complete the requirements for two certificates. This was done to give students a sense of accomplishment while they are taking classes.

The Software Specialist AAS continues to have a low number of degree completers. This degree has averaged four completers a year over the past eight years. When we add in the completers of the other three degrees we have a good core of 20 to 25 Office Systems students per year.

Quality: This past year we merged all of our Business related advisory committees into one committee. This group met in the fall of 2012. The meeting was great—having all the business players at the same table allowed them to see all of our course offerings. There were a lot of good suggestions on how to consolidate classes.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 – 2013
Program Identification Information

6-digit CIP
52.0407

Career Cluster
Arts, Audio/Video Technology & Communications

Career Pathway
Printing Technology

Program of Study
Graphic Communications

Community College Program Title	**Degree Type**
Design & Desktop Publishing	30Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need: The Design & Desktop Publishing Certificate is part of our Office Systems Department offerings. The largest enrollment in the design classes comes from our College Express program. We offer the Adobe Suite Designer classes as a four course sequence to the local high school juniors and seniors that come to campus for Graphic Design program of study. Each semester we have 60 students enrolled.

Although enrollment in the graphic design courses remains strong, there are very few completers. This is due to the fact that none of the high school students return to take one additional class.

Cost Effectiveness: A number of the classes in this certificate are also offered as part of our four office AAS degrees. Additionally, this program is taught by a part-time faculty so cost is very low.

Quality: We have plans to have our advisory committee look at the requirements for this certificate. With small modifications we could begin to show a large number of

completers. As an offshoot to the classes for this certificate, we now have a College Express art show each spring and students are able to display their work. There is always a great turn out by parents and friends to view student work.

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013
Program Identification Information

6-digit CIP
52.0409

Career Cluster
Transportation, Distribution, and Logistics

Career Pathway
Warehousing & Distribution Center Operations

Program of Study
Parts, Warehousing & Inventory Management

Community College Program Title	**Degree Type**
Warehousing/Distribution Specialist	30Cert

Action

X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Objectives: The Warehousing and Distribution Specialist Certificate is designed for those individuals who seek employment in the Logistics Field as well as those individuals currently employed in warehousing and distribution who want greater responsibility and growth in their careers. The curriculum consists of five courses, a warehousing and distribution center simulation, and a final assessment of knowledge and skills. Each course can be taken independently and courses can be taken in any sequence. This certificate program is currently marketed to high school seniors and is a College Express program. Although most in this occupation start off with only a high school diploma, this program will help recent graduates have additional education and experience, with the included internship, to gain employment more quickly in this field.

Need: Warehouse checkers, clerks and stockers (material recording clerks) keep track of information to keep businesses and supply chains on schedule. They ensure proper scheduling, recordkeeping, and inventory control. Employment of material recording clerks is projected to grow 2 percent from 2010 to 2020, experiencing little or no change. Radiofrequency identification tags and automation are expected to enable

fewer clerks to do the same amount of work that previously required more workers. Most workers are trained on the job in 1 to 6 months and must usually have a high school diploma. (Source: Bureau of Labor Statistics, Occupational Outlook Handbook, www.bls.gov/ooh)

The Illinois Department of Employment Security shows an annual compound growth rate of 3.03 for Warehousing and Storage (statewide). This is an increase from 2010-2020 in employment by 14,485 jobs. In Vermilion County, stock clerks and order fillers expect an annual compound growth rate of .42, or 13 jobs openings due to growth or replacement for 2008-2018.

Enrollment/Retention/Placement: The program has enrolled a total of 9 students since its inception in the fall of 2011. The program has struggled to gain interest among senior high school students wanting to enroll in the series of courses. Although out of the 9 students in the first year, 7 students completed the certificate. The program began the 2011-2012 year and although courses were cancelled in 2012-2013 due to low enrollment, marketing efforts continue through Vermilion Advantage (local Chamber and EDC) and area high schools/counselors to increase awareness and enrollment.

Cost Effectiveness: The operational costs of this course are similar to other dual-credit CTE programs at the College. The courses are free to students as the high schools in the area pay the discounted course tuition. At this time, we do not find any ways to decrease the program costs.

Quality: The program strength is that there are many job openings within the District for someone with this education and skill set. The weakness is there is very low interest in senior high school students to enroll in the program as well as interest from their parents and high school guidance counselors to promote enrollment in this program. The program ran its first year in fall 2011 – summer 2012 with 9 students and 7 of them completed the certificate. The courses did not run in the fall 2012 – summer 2013 year due to low enrollment (2 students). Currently there are 2 Danville High School students and 4 Vermilion County high school students enrolled. The city and county students come to campus at different times of the day and cannot be combined. Since we must have 6 students at a minimum to run a course it appears we may have to cancel the course in fall 2013 – summer 2014.

The program incorporates and aligns secondary and postsecondary education elements and provides the opportunity for secondary students to acquire postsecondary credits (dual credit).

SUMMARY REPORT FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2012-2013

Discipline Area	Mathematics

Improvements & Rationale for Action

The College reviewed the academic discipline mathematics for the academic year of 2012. Based upon the Institution's review this discipline will be continued with moderate changes. Changes are summarized at the end of this report.

The mathematics program consists of the following coursework. The FY12 enrollment for each course along with its articulation agreement are summarized in the following table:

Course	Enrollment	Articulation
MATH101: Basic Algebra	317	Non-transfer
MATH105: Intermediate Algebra	314	Non-Transfer
MATH110: Intro To Computers	6	IAI
MATH111: College Algebra	107	Articulated with local universities
MATH114: Trigonometry	29	IAI
MATH115: Survey Statistics	233	IAI
MATH118: Intro to Mathematics	20	Articulated with local universities
MATH120, 130, 140: Calc & Analytic Geom. I-III	53	IAI
MATH125: Introductory Analysis	19	IAI
MATH135: Finite Math	12	IAI
MATH137: Intro to Linear Algebra	2	IAI
MATH161: Statistics	39	IAI
MATH211: Differential Equations	4	IAI

IAI courses are accepted at all public institutions of higher education. They are extensively reviewed by a panel. Faculty are required to submit detailed information as to what is covered in each course and syllabi were held to a high degree of specificity. IAI approval is indicated in the College Catalog. MATH 161 and MATH211 were reviewed and approved by IAI this last academic year.

Objectives: The objectives for the Mathematics discipline mirror the general outcomes for the College. These are to improve student skills in areas of communication, critical thinking, use of technology and social awareness as well as provide the fundamental building blocks necessary to the completion of a program.

Need: In a society that is becoming more technically oriented, the need for the mathematics program is high. This need is highlighted by the fact that twenty-seven percent of the credit hours offered by Danville Area Community College are offered in the Math and Science Division. Currently, the Associate in Applied Science (AAS) requires three credit hours of mathematics or science. The Associate in General Studies (AGS) requires six hours mathematics or science. The Associate of Science and Arts requires that students

take 3-6 hours of mathematics depending upon their program of study, while the Associate in Engineering Science requires 13 math credit hours. In addition, the Health Professions Programs currently require MATH105.

Need for mathematics coursework is also supported by Advisory Committees within the Math, Science & Health Profession Division as well as articulation work with local high school instructors. Currently, Health Information Technology, Nursing, Radiology Advisory Committees meet annually while the Agriculture Advisory Committee meets bi-annually. Mathematics faculty consistently meet with secondary level instructors every two years for articulation meetings, but informal articulation takes place at the annual Academic Challenge and high school site visits.

Cost-effectiveness: Cost of the coursework depends on the enrollment. The upper level courses are not as cost effective for the college because of low enrollment; however, the College values the programs that require the upper level mathematics such as the Associates in Engineering. Vermilion Advantage and other advisory groups have encouraged the College to continue these programs.

To help keep cost down, the College has traditionally used adjunct faculty who are carefully evaluated by lead instructors and students. However, a review of institutional retention and success rates has suggested that a full-time instructor be added to the staff to monitor the curriculum and assessment of the MATH101 and MATH105.   As a result, we expect the cost of the program to increase, but we feel that the cost is important to the wellbeing of our students.

Cost to the students has been a concern for faculty. As a result, it was decided that course materials would be reviewed to decrease the cost. The faculty have teamed together to provide a new division-generated textbook for one of our highest enrollment courses: MATH105 Intermediate Algebra. MATH101 Basic Algebra is now being reviewed.

Quality: The College ensures quality of the Mathematics discipline in multiple ways including instructor evaluations, annual course and program assessments, and Institutional Effectiveness data reviews.

Instructors, who have been working for the College longer than three years, are evaluated annually. Full-time faculty are evaluated by the Division Dean. While the part-time faculty are evaluated by the appropriate lead instructor. Instructors who have worked for the college less than three years are evaluated bi-annually. Evaluations are based on classroom visits, student evaluations and self-reporting. Student evaluations are administered in three of the sections taught by a full-time instructor and in all sections of part-time instructors' courses.

Current College processes are in place for program assessment. Each semester instructors conduct an assessment at the course level. These assessments either measure the effectiveness or achievement of College, program or course outcomes. Reports are submitted to Assessment Champions for each division. The recommendations and

resources needed are then summarized and submitted to the Division Dean. In addition, program-level assessment reports are created to reflect changes made to the program as a result of the course-level assessments.

According to the program level report submitted by the Mathematics faculty this last academic year, the majority of students are showing good critical thinking skills, but a greater emphasis is needed in the classroom on teaching students the connectivity of the topics as well as across the curriculum.

The Institutional Effectiveness Office compiles data that assists the academics divisions in assessing the quality and effectiveness of their programs. This office is essential in the College assessment process and ensures that the College is assessing at least one general outcome each academic year. They also compile data collected from the CAAP assessments and track enrollment and success rates for each division. For example, at the end of each semester the Deans are provided a report that provides success rates by section, and thus, by instructor. As is traditional, the upper level mathematics courses have a higher success rate than the Basic and Intermediate Algebra courses. The success rate data is used to track the success of our pilot studies that are using non-traditional instruction. In addition, this data is used to select faculty for individualized improvement plans. Faculty with the lowest rates were asked to develop strategies to increase success rates. For example, several have implemented early warning systems for the students.

The technique of instruction is also investigated with this data. Sections that made use of cooperative and master learning were consistently registering higher retention rates. Pilot courses have been added to assess if the technique is success or the instructor. The pilots are also allowing the faculty to determine what strategies are most effective or a combination of strategies is necessary. Two faculty have adopted the leadership role in this project. They, along with the Dean, meet regularly to develop assessment techniques and improvements. For example, this last academic year, the team focused on developing a rubric to measure the effectiveness of cooperative learning; a tool that will be valuable in training students in the method. As a result of the formation of the team, additional training in cooperative learning has been provided to instructors using it.

Improvements Intended: The College is in the process of hiring a new faculty member that will directly monitor curriculum and staffing of the lower Algebra coursework in hopes of increasing student success. The mathematics faculty are reviewing the MATH101 Basic Algebra coursework in hopes of providing improved success rates in the MATH105 Intermediate Algebra and MATH115 Survey of Statistics. Currently, they are investigating developing an Exploring Mathematics course which will essentially create two tracks in lower-level algebra--a technique that was presented at the IMACC conference. One track would specialize in STEM preparation (feeding MATH105) while the other would focus on preparation for statistics. In addition, the instructional technique and course materials are under review for MATH101. Techniques that are more problem-solving and discovery are sought in hopes of engaging students with the material thus discouraging memorization of strategies and increasing connectivity of topics.

SUMMARY REPORT FOR CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013

Cross-Disciplinary Program	Adult Education

Improvements or Rationale for Action

Objectives: The objective of the Adult Education Department is provide a strong, efficient delivery system that is responsive to the multiplicity of learning needs in College District #507, while helping learners meet their goal of: (a) earning a General Equivalency Diploma (GED); (b) improving literacy; or (c) developing competencies in the Nursing field to become Certified Nursing Assistants and receive State licensure.

Need: The Adult Education Department continues to be the only Adult Education Service Provider in College District 507. As such, the Department holds the responsibility to provide the best service in the most efficient manner to help not only the students reach individual goals, but to also help the community meet their goals.

As a Finish First community, many employers have agreed not to hire employees who don't possess a high school diploma or its equivalent unless they can verify they are enrolled in a completion program or still enrolled in high school. With the 2014 GED test changes in delivery (from paper-based to computer) and content (standards more closely aligned to K-12 education guidelines), the Adult Education Department is challenged to remain relevant while providing timely information during the transition and implementation.

Cost Effectiveness: The College has carefully weighed the cost-effectiveness of the Adult Education Dept. and its inter-connectedness to both the College's success and the success of the community at-large. For day classes, which are most desired, four sections are offered. These are broken down by grade levels per TABE testing. This combines students of like levels into the same classes so material can be offered which is most within each student's understanding of the subject area. Volunteer tutors, which are provided by the grant-funded Reader's Route, complement the effectiveness of teachers by supplementing task-specific deficiencies (an example would be a student who needs more help understanding how to write a persuasive essay). This allows the teacher to continue working with the majority of the class while the individual needs of a student are still being met.

For all of the Adult Ed. Classes, a minimum enrollment must be achieved to offer sections. If a minimum enrollment isn't reached, sections may be combined or sites may be limited as a cost-effective measure. However, due to the upcoming changes in 2014 with a new testing format, sections have been less scrutinized to ensure serving as many students as possible before the end of the year.

The addition of the Constitution and Technology classes fit into the success of the

community by moving the student closer to the goal of obtaining a high school equivalency certificate. This certificate allows them to move into the work world and/or college for further education at a quicker pace. This benefits the economic well-being of the community.

Quality: This past Fall, we added two new sections to existing GED classes. The first section was Basic Computer Skills. Students enrolled in the two highest-level classes (8.0 – 9.9th grade reading level and 10.0 – 11.9 grade reading level) received an additional two hours of computer lab usage time each week with a dedicated instructor who had taught traditional college-level basic computer courses. This helped familiarize and increase students comfort and knowledge so they are better prepared to take the competency exam.

The second section was U.S. and Illinois Constitution. Students enrolled in the two highest-levels were required to take this two-hour class each week to increase knowledge of and competency in this required element.

Additionally, instructors completed content-standards training to enhance classroom learning strategies, and will continue to attend trainings both in-person and via webinars to remain knowledgeable and provide enhanced delivery-methods.

The Certified Nursing curriculum remained the same, while enhancements were made with innovative and necessary equipment additions and the addition of another delivery format. A hybrid CNA class was developed (the first in the State of Illinois) where students take a portion of the class on-campus and a portion of the class on-line. Additionally, CNA classes will continue to be offered as a Health Career path for the high school College Express students from the County who attend DACC.

Finally, the Adult Education Department will continue to offer and develop bridge programming to meet labor market demands as applicable to our area.

SUMMARY REPORT FOR STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2012 - 2013

Student & Academic Support Services Area	Student Financial Aid & Veterans' Educational Benefits

Major Findings and Improvements/Modifications to the Area

Objectives: The purpose of the DACC Student Financial Aid (SFA) office is to enhance the awareness in the Community of the student aid programs and to provide guidance and act as a resource base for the Community in regard to the programs.

The SFA office provides assistance to applicants pursuing student aid options and in securing financial assistance to students which, in combination with resources expected from the family, would enable the student to maximize his/her resources to reach their educational goals.

The SFA office staff's purpose is to administer all Federal, State, Institutional and community student financial aid on behalf of the student and Danville Area Community College. The SFA staff is to remain current in all aspects of student financial aid in regards to programs, regulation and/or rule amendments and in new opportunities for potential funding sources for students.

The SFA office is to comply with federal and state laws including the administration of Veteran's educational benefit programs, regulations and guidelines as well as College policies in the administration of the programs to ensure the College is in compliance in all areas.

The SFA office meets their objectives by setting goals each award year to monitor and determine their success. The SFA staff is active in campus as well as community outreach programs such as FAFSA Completion Workshops. These outreach activities are well attended and have resulted in more timely completion of the FAFSA by families each year.

The SFA has been proactive in implementing processes to address new program guidelines and have worked with area high school counselors to "get the word out" about program changes and requirements. The SFA staff has stayed abreast of the Federal regulation changes that address post-secondary education and has been ready for these changes for the internal processing of programs.

As witnessed by internal and external audits the office is meeting compliance requirements. In addition internal student satisfaction surveys have indicated "good service" in all aspects of the SFA office.

Need: The Student Financial Aid (SFA) office administers Federal Title IV, Illinois State, institutional and numerous "outside" campus resource scholarships as well as the U.S. Veteran's Educational Benefits programs. These programs represent need based entitlement, non-need based and merit non-need based student aid funding.

About 86% of the DACC student body receives some type of Student Financial Assistance (SFA) each year. The most current completed award year of 2011/12 revealed a total of funds disbursed from Federal, State, Institutional, various Agencies (including the US Veteran's Administration and the Dept. of Defense) and outside entities in the form of grants, scholarships, waivers and loans to be $9,006,555.00 (Source: IBHE Annual Report).

Considering the current economic climate in the United States as well as the changes in the Veterans' Educational Benefits and the number of Veterans who will be seeking education and training the need of the SFA office will be even greater.

The office has been proactive in discussions and planning on how to best serve the students including those that are Veterans) in the changing economic climate and continued demand of finding funds for educational costs. The new Veterans Retraining Assistance Program (VRAP) was developed in a short period of time by the Dept. of Defense and schools as well as the Veteran's Administration have been proactive in implementing this program and ensuring those in the program are accurately advised, assisted in the application process, school entrance and enrollment process as well as enrollment certifications.

Quality/Improvements: The Student Financial Aid (SFA) office is a demanding and ever changing environment forced to operate within specific parameters established by Federal and State entities. In order to remain current and in compliance all staff participate in various training events throughout the year. This is an essential part of delivering quality service and ensuring students receive all aid for which they are entitled and to ensure Institutional compliance.

The SFA office has dedicated a considerable amount of time in creating and maintaining their DACC SFA Internet pages. This site includes the Veteran's Educational Benefits resource pages and provides the online link to the USA Veteran's Administration pages. This information covers all aspects of student financial aid including Veteran's educational benefits and is a tool to support a "one stop" student aid resource. SFA Forms, Important Dates, Scholarship Opportunities and "links" to other SFA and Veteran's related resources are readily available. By gauging it's usage by student and prospective students and the feedback offered we deem this tool to be well used and of quality.

The Administrative computer system, Colleague, offers the capability to send notices to students in a timely manner which speeds up the time to complete student aid files and to announce eligibility. Timely and accurate delivery of services is being met by this new system and the updates to procedures. The SFA staff is trained and each member strives to remain current in a variety of software applications connecting them to a wide variety of services including Federal Title IV and other data and processes, State and Veterans' programs administration. Many processes have been streamlines and more communication methods to students have been utilized. The online WebAdvisor is the only way a student may access their school account. The SFA office strives to keep this information current and to provide it in a "user friendly" format. Student email and social media such as Facebook are also utilized.

The SFA office has a large, aesthetically pleasant waiting area that has a computer workstation readily available for student financial aid applications. Monitoring use and feedback from current and prospective students is deemed by these users as a high quality service.

The SFA is an "open door' environment, students are not required to make an appointment and the office is staffed during the lunch periods as well as scheduled extended hours. The office strives to conduct business via telephone, email and correspondence to limit or avoid the necessity of students needing to come in person.

The SFA office mails a Student Satisfaction Survey with a random sampling of students each fall term. Feedback from the surveys has always been positive and constructive. Other campus wide surveys conducted have also reflected that the office provides valuable, timely and accurate information to students.

Challenges: Every year is a challenge in the student aid arena but the future holds more uncertainty than ever before due to the Federal and State budget restraints. The reauthorization of the Higher Education Amendments has changed many of the policies and procedures that have been in place for some years.

Limited funding and reduction of resources both in Federal, State, local and institutional student aid has had a major adverse impact to the growing number of eligible applicants. The SFA staff will need to be sensitive to this occurrence but also aware that these limitations will add to student file inaccuracies, fraud and abuse occurrences as well as overall discontent from students and their families.

A concern of SFA staff is the service to Veteran's and the ability to meet their needs when facing a wide variety of challenges such as Post Traumatic Stress Disorder and other disabilities related to service, homelessness, unemployment, and other economic stress and in working with the various Veteran's administration entities when they too seem to be struggling with the mere volume of Veteran's they are serving.

The SFA office staff attend various Veteran's training in person and via Webinars and attend the annual conference Association of Veteran's Education Certifying Official (AVECO), as well as working with their Student Veteran's Association (SVA) on campus and various local agencies serving Veterans. The goal of the FSA staff is to serve the U.S. Veteran student population in the accurate administration of the educational programs and to act as a resource and reference site on campus.

A major concern facing the SFA staff is the increase in the volume of students requesting to borrow using the Federal Loan programs and even more alarming the so called "alternative loan" direct to consumer loans. Staff as seen a growing volume in these programs and the concern of loan default and consumer debt.

A goal of the department is to expand our Entrance Stafford loan sessions to include even more financial literacy information. These sessions will emphasize the need for students to

plan and budget and to seek other types of gift aid as well as options to utilize the school's payment plans which is interest free and budget "friendly." In economically challenging times families are looking at every option for resources to not only fund an education but meet essential living needs. A plan is to expand the loan counseling for every student to include a mandatory financial literacy session that has a "quiz" component that must be successful before a loan is certified.

The SFA office works closely with the DACC Foundation office to facilitate the awareness of scholarships available, selection of applicants and awarding of funds each year to maximize the amount of gift aid available for the students. The SFA office also seeks information on various outside scholarship resources and posts this information to the DACC FA scholarship Web page and requests that the DACC Marketing office send out "alerts" to students about new postings.

Each year schools are faced with additional compliance issues and this continues to be a struggle. The concern for transparency and accountability in all Federal and State programs as well as an ever increasing awareness and occurrences of fraud and abuse has expanded due diligence procedures for all schools. It is a challenge to keep abreast of these changes.

The SFA staff must be engaged in the updating of software and automated processes to ensure that timely and accurate procedures are in place for the delivery of student aid. These updates to software and procedures are mandates and must be implemented and reviewed to ensure compliance is met. Training is crucial as is ensuring changes are communicated to campus stakeholders as well as to the students and their families

Compliance is a crucial responsibility of the SFA Director and the staff. They must demonstrate they are diligent in their responsibilities in order to be good stewards of the tax payers' dollars, in assisting in the success of the student in meeting their educational objectives and for a successful audit of programs ensuring the school is in compliance and not at risk in loosing eligibility to administer the programs.

ICCB 5-Year Program Review Schedule
Academic Disciplines

FIVE-YEAR SCHEDULE

Academic Discipline Reviews		
	Year	
1	2012	Written & Oral Communications
2	2013	Mathematics
3	2014	Physical & Life Science
4	2015	Humanities & Fine Arts
5	2016	Social & Behavioral Sciences

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2012	General Education (all transferable)
2	2013	Adult Education and ESL
3	2014	Remedial/Developmental Education
4	2015	Vocational Skills
5	2016	Transfer Functions and Program including the AA, AS, AES, AFA, AAT, and the AGS degree program

Student & Academic Support Services

FIVE-YEAR SCHEDULE

Student & Academic Support Reviews		
	Year	
1	2012	Student Support Services
2	2013	Student Financial Aid & Veterans' Educational Benefits
3	2014	Admissions/Recruiting; Registration/Records
4	2015	Advising/Counseling and Career & Employment Services
5	2016	Library/Learning Resource Center

	DACC 5-Year Program Review Schedule – CTE Programs					
	CIP TITLE	**FY2012**	**FY2013**	**FY2014**	**FY2015**	**FY2016**
01	Agriculture, Agriculture Operations, and Related Sciences				Ag Business-0101 Horticulture-0106	
03	Natural Resources and Conservation					
09	Communication, Journalism, and Related Programs					
10	Communications Technologies/Technicians and Support Services					
11	Computer and Information Sciences and Support Services	Comp. Prog-1102 Data Proc-1103 Graphics/Database-1108 Networking-1109				
12	Personal and Culinary Services		Culinary-1205 Basic Culinary Arts Cert. Culinary Arts Cert.			
13	Education					Teacher's Asst - 1315
15	Engineering Technologies/Technicians		Construction Tech-1510 Construction Occupations DOC CAD/CADD-1513 Manufacturing Engineering Tech (CAD)		Envirmnt Control-1505	Indust Prod - 1506
16	Foreign languages, literatures, and Linguistics					
19	Family and Consumer Sciences/Human Sciences			Home Furn-1906		Child Dev - 1907
22.	Legal Professions and Studies					
23	English Language and Literature/Letters					
25	Library Science					
30	Multi/Interdisciplinary Studies					
31	Parks, Recreation, Leisure, and Fitness Studies					

DACC 5-Year Program Review Schedule – CTE Programs

	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
36	Leisure and Recreational Activities					
41	Science Technologies/Technicians					
43	Security and Protective Services	Criminal Just-4301	Fire Protectn-4302 Fire Science AAS Fire Science Tech Specialist			
44	Public Administration and Social Service Professions					
46	Construction Trades	Electric & Pwr-4603				
47	Mechanic and Repair Technologies/Technicians	Electy/Electric-4701		HACR-4702		Ind Equip – 4703 Veh Repair - 4706
48	Precision Production					
49	Transportation and Materials Moving					Ground Trans - 4902
50	Visual and Performing Arts					
51	Health Professions and Related Clinical Sciences	Heath Med Serv-5107	Diagnostic-5109 Echocardiography Adv. Cert. Diagnostic Med. Sonography Radiologic Tech		Nursing-5116	Mental Health - 5115
52	Business, Management, Marketing, and Related Support Services		Adm & Mgt-5202 Management Adm/Sec-5204 Adv. Office Assist. Office Assist. Cert. Adm. Professional Design & Desktop Publish. Cert. Adv. Software App. Cert. Software Specialist AAS Beg. Software App. Warehousing/Distr. Specialist Cert.		Retail-5218	