PROGRAM REVIEW COVER PAGE	
COLLEGE	Richard J. Daley College
DISTRICT NUMBER	50806
CONTACT PERSON *(NAME, TITLE, CONTACT INFORMATION)*	**Michael Crawford** **Dean of Instruction** **Phone: (773) 838-7517** **mcrawford34@ccc.edu**
FISCAL YEAR REVIEWED:	**Fiscal Year 2017**
DIRECTORY OF REVIEWS SUBMITTED	
AREA BEING REVIEWED	*PAGE NUMBERS*
CAREER AND TECHNICAL EDUCATION	2-26
ACADEMIC DISCIPLINES	27-36
CROSS-DISCIPLINARY INSTRUCTION	N/A
STUDENT AND ACADEMIC SUPPORT SERVICES	37-44
PRIOR REVIEW SUPPLEMENTAL INFORMATION	N/A
OTHER ATTACHMENTS AS NECESSARY	-

SECTION 1 – CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

Career & Technical Education				
College Name:	Richard J. Daley College			
Fiscal Year in Review:	2017			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Criminal Justice (294)	**Degree**	**60**	**43.0104**	**AC** Public Policing (295) Private Policing (319) **BC** Public Policing (296) Private Policing (326)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	The objective of the program is to introduce students to the theory and practice of contemporary criminal justice for those who plan careers as police officers or in other criminal justice positions and for police officers who wish to advance in rank or into administrative levels of criminal justice. • Identifying manners in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within the Criminal Justice System. • Demonstration of ways to navigate and design methods to deal with social injustice and social harm. • Demonstrate understanding of origins of criminal justice. • Demonstrate professional written communication. • Articulate ethical implications of decision making in a professional capacity. • Demonstrate sufficient self-awareness to understand the influence of personal biases and values when interacting with diverse groups. • Understand the dynamics, causes, and treatment programs available for special populations.			
To what extent are these objectives being achieved?	Anecdotally, we have learned that completers are consistently placed at law enforcement agencies from both students and agency representatives who contact the college seeking pre-employment background information. Further, students have been placed at security agencies while pursuing completion of the AAS.			

Past Program Review Action
What action was reported last time the program was reviewed?
	Past review included:
	• Marketing for this program, including certificate brochures.
	  - **DAC has created internal marketing and informed admissions office and advisers of the program benefits.**
	• Additional evening classes at AVI
	  - **The college has included evening courses and a Friday section at our Arturo Velasquez Institute.**
	• A course audit should be implemented for all Criminal Justice certificates and automatically awarded to eligible students.

CTE Program Review Analysis

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

List all pre-requisites for this program (courses, placement scores, etc.).	None

	This certificate offers students the opportunity to earn a basic certificate that leads to the completion of an Associate of Applied Science degree in Criminal Justice. This certificate improves a student's chances for obtaining an entry-level position in law enforcement and with correctional agencies that require minimally a high school diploma or GED. High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a degree or credential that can be used for employment.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	BC: **Criminal Justice** CRM JUS102 **Administration of Criminal Justice** 3 CRM JUS170 **Scope & Purpose of Private Policing** 3 CRM JUS172 **Management & Supervision for Private Policing** 3 CRM JUS174 **Law For Private Police** 3 CRM JUS211 **Intro To Investigation** 3 CRM JUS222 **Professional Responsibility** 3 **Total Minimum Credit Hours 18** AC: **Computer Information Systems** CIS120 **Intro to Microcomputers** 3 **Criminal Justice** CRM JUS102 **Administration of Criminal Justice** 3 CRM JUS114 **Administration of Juvenile Justice** 3 CRM JUS170

	Scope & Purpose of Private Policing 3 CRM JUS172 **Management & Supervision for Private Policing** 3 CRM JUS174 **Law For Private Police** 3 CRM JUS211 **Intro To Investigation** 3 CRM JUS222 **Professional Responsibility** 3 CRM JUS234 **Criminal Law & Procedure** 3 **English** ENGLISH107-1 **Report Writing** 3 **Total Minimum Credit Hours** **30**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable

Indicator 1: Need	**Response**
1.1 How strong is the occupational demand for the program?	The labor market data shows that criminal justice careers are growing in the United States. This career sector has continued to heightened focus on law enforcement, immigration, public safety, and security.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand outlook is that the market is growing by at least 4% per year. **CTE Program Labor Market - Bureau of Labor Statistics** |	2012-2013	2013-2014	2014-2015	2015-2016
---	---	---	---	---
Labor Market Demand for Career Cluster	4%	4%	4%	4%	
1.3 What is the district and/or regional need?	
1.4 How will students be recruited for this program?	• Open House events • Open Houses with Chicago Public Schools • Community Relations visits and attendance at FBO and CBO events • Campus tours • Local High School Visits by DAC Recruiters • Web, telephone and in-person inquires • Early College – Dual Credit and CTE articulation agreements. • Billboards and signage, marquee • City College and DAC marketing city wide

1.5 Where will students be recruited from?	The city and suburbs of Chicago (Chicago Land Area)		
1.6 Did the review of program need result in actions or modifications? Please explain.	Recommended improvements include expanding admissions efforts to increase enrollment, develop a criminal justice advisory council, and leverage criminal justice courses, increase civic engagement opportunities for students in the program.		
Indicator 2: **Cost Effectiveness**	**Response**		
2.1 What are the costs associated with this program?	**Academic Year**	**Salaries**	
	2016-2017	57698.46	
2.2 How does the unit cost compare to the college average?	Cost of this program are significantly less since courses are covered 100% by adjunct faculty who are compensated at a lower rate than our full time faculty and do not receive benefits.		
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	General Educational Fund		
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	No grant funding is used.		
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No		
Indicator 3: Quality	**Response**		
3.1 What are the program's strengths?	This certificate offers students the opportunity to earn a basic certificate that leads to the completion of an Associate of Applied Science degree in Criminal Justice. This certificate improves a student's chances for obtaining an entry-level position in law enforcement and with correctional agencies that require minimally a high school diploma or GED.		
3.2 What are the identified or potential weaknesses of the program?	Lack of full time faculty to provide leadership and guidance to adjunct faculty and administration of the program (curriculum modification, etc.).		
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face to face and online delivery.		
3.4 How does this program fit into a career pathway?	Allows students to gain criminal justice skills to pursue a career in law, public safety, corrections, and/or security.		

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Faculty has been proactive to the review of course for IAI approval and meeting with college administration and community partners to establish an advisory council.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual credit opportunities are available to high school students along the criminal justice pathway. High school students are encouraged to take course work leading to the BC prior to high school graduation.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Work-based curriculum is designed into all courses of the program
3.8 Is industry accreditation required for this program?	Not applicable
3.9 Are industry-recognized credentials offered? If so, please list.	Not applicable
3.10 Is this an apprenticeship program? If so, please elaborate.	Not applicable
3.11 If applicable, please list the licensure examination pass rate.	Not applicable
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Advisory board members, representing several organizations in the criminal justice field have been identified. First meeting is upcoming September 2017.

For cell 3.12:

IAI Transfer Courses within the CTE Program

CTE Program	
Transfer Course Number	Course Name
CRM JUS 102	Administration Criminal Justice
CRM JUS 114	Administration Juvenile Justice
CRM JUS 250	Introduction to Criminology
Planned Courses to Move to Transfer Status or Awaiting IAI Approval	
Proposed IAI Course #	Course Name
CRM JUS 104	Street Law
CRM JUS 155	Introduction to Corrections

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average class size over the past five years has ranged from 9 to 29 in students. The average class size among these classes is 18.7 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	DAC provides opportunities for faculty to further develop pedagogical and content knowledge to provide professional development and support for all faculty through the following: - Faculty Development Week - Adjunct Orientation - Tenure Assistance Program - Union Professional Development Fund - Sabbatical Leave
3.16 What is the status of the current technology and equipment used for this program?	Smartboards have been installed in all classrooms at the college to enhance the presentation and delivery of instruction.
3.17 What assessment methods are used to ensure student success?	Student Evaluation Forms Faculty Observation Form Classroom observations Syllabi review Adjunct Orientation Information
3.18 How satisfied are students with their preparation for employment?	Anecdotally, student evaluations indicate that students are satisfied with instruction provided. Additional data needs to be collected post-employment to determine if students felt that instruction was congruent with employer needs.
3.19 How is student satisfaction information collected?	Via Student Evaluation forms
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers reach out to our career planning office, which then disseminates the information to our student body.
3.21 How often does the program advisory committee meet?	Not currently meeting, but planning to be monthly in the future.
3.22 How satisfied are employers in the preparation of the program's graduates?	No data collected.
3.23 How is employer satisfaction information collected?	No data collected

3.24 Did the review of program quality result in any actions or modifications? Please explain.	• Need to hire full time faculty • Need to collect student and employer satisfaction data • Need to explore/promote career opportunities in criminal justice outside of local policing

Data Analysis for CTE Program Review

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

CTE Program	**Criminal Justice (294)**				
CIP Code	43.0104				
	Year 1 (FY 13)	Year 2 (FY 14)	Year 3 (FY 15)	Year 4 (FY 16)	Year 5 (FY 17)
Number of Students Enrolled (enrollments are on parent program - AAS)	226	228	152	122	58
Number of Completers					
AC Private Policing (319)	2	5	3		
BC Private Policing (326)	7	10	5	1	
AAS Public Policing (294)	48	46	29	22	22
AC Public Policing (295)	31	27	21	10	11
BC Public Policing (296)	48	70	48	46	19
Other (Please identify) Class Retention/Success Rate	91%/ 75.4%	92%/ 76.3%	90%/ 77%	85%/71.5%	86%/ 72.9%

How does the data support the program goals? Elaborate.	Data indicates that both program enrollment and completion have dropped significantly over the last few years. However, class retention indicates a strong interest in the criminal justices courses and pathway. More effort needs to be made to recruit students into the pathway.
What disaggregated data was reviewed?	Course success rates, class retention rates
Were there gaps in data? Please explain.	None
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the college? Please explain.	Yes, students in the program are representative of college demographics.
Are the students served in this program representative of the district? Please explain.	Yes, students in the program are representative of district demographics.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Based on our review there is a need to improve enrollment and completions along this pathway.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	• Formalize a criminal justice advisory board and hold regular meetings (beginning September 2017) • Hire a full time faculty member to provide direction to the program, guidance to adjunct faculty and students. • Collaborate with Career Planning and Placement Center to develop partnerships with external agencies to create internship opportunities for graduates of the program. • Work with Admissions to create targeted events for students seeking criminal justice credentials at the college.

Career & Technical Education

COLLEGE NAME:	Richard J. Daley
FISCAL YEAR IN REVIEW:	2017

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*
A.A.S Electrical Construction Technology (752)	**Degree**	**65.5**	**46.0302**	**BC (703)** **AC (721)**

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

Program Objectives What are the overarching objectives/goals of the program?	The Electrical Construction Technology A.A.S. degree is a cooperative effort between Daley College and the Electrical Joint Apprenticeship and Training Trust (EJATT), which is made up of the National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW) Local Union 134. This apprenticeship program prepares students to become licensed electricians (Journeyman Wiremen), under the tutelage of a union electrical contractor. Electricians assemble, install, maintain, and test electrical equipment and wiring systems in residential, commercial and industrial settings.
To what extent are these objectives being achieved?	Students completing this program earn their journeyman card from the International Brotherhood of Electrical Workers, which entitles them to high wage jobs, and opportunities for entrepreneurship.
Past Program Review Action What action was reported last time the program was reviewed?	Other: Continue with no improvements

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Students must have one full year of HS level Algebra with a grade of at least "C" or better, or one post HS level Algebra course or higher-level course with a grade of "C" or better.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	English 101 Composition I History 113 United States Labor History PSYCH-206 Business & Industrial Psychology PSYCH-210 Principles of Supervisory Psychology IBEW432-714 Technical Mathematics I IBEW432-702 Electrical Circuitry IBEW432-703 Conduit Bending I IBEW432-704 Construction Technology IBEW432-705 Print Reading I IBEW432-706 Conduit Bending II IBEW432-707 Fire Alarm Systems IBEW432-708 Motor Control Systems IBEW432-709 Print Reading II IBEW432-710 Programmable Control IBEW432-711 Communications IBEW432-712 HVAC Systems IBEW432-713 Instrumentation IBEW432-715 Technical Mathematics II
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	As an apprenticeship program, most of the courses have extensive lab hours, set by industry standards. The time-on-task for these courses, pushed the average number of credit hours to 4 in the technical lab courses (40.5 hours), the addition of 15 hours of gen ed brings the total program to 65.5 hours.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	There is a small decline expected in regional openings. But the demand remains relatively strong, along with a strong salary data:

SOC	Description	Annual Openings	Median Hourly Earnings	Pct. 10 Hourly Earnings	Typical Entry Level Education
47-2111	Electricians	179	$38.17	$19.58	High school diploma or equivalent

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Historical Analysis (2011-2016) 	SOC	Description	2011 - 2016 % Change
---	---	---
47-2111	Electricians	13% | Future Outlook: 2016 - 2021 A small decline of -1% in demand is expected across the next few years: | SOC	Description	2016 - 2021 % Change
---	---	---
47-2111	Electricians	-1%	
1.3 What is the district and/or regional need?	Regional openings are expected to surpass completions: | SOC	Description	Openings	Regional Completions (2015)
---	---	---	---
47-2111	Electricians	895	466	
1.4 How are students recruited for this program?	Students are recruited by both the college and the Electrical Joint Apprenticeship and Training Trust (EJATT). The Trust established the admission requirements of the program with the approval from the Bureau of Apprenticeship and Training, United States Department of Labor. Students must also meet Daley College's admission requirements.
1.5 Where are students recruited from?	Local high schools, the district and surrounding communities, and the incumbent worker population.
1.6 Did the review of program need result in actions or modifications? Please explain.	No
INDICATOR 2: **COST EFFECTIVENESS**	**RESPONSE**
2.1 What are the costs associated with this program?	As instruction is delivered by a third party via contractual agreement, this program has no costs directly associated with delivery of the technical courses. General education coursework is open to student in any program; costs are not accounted for separately. Indirect costs related to college facilities usage and administration are not tracked.
2.2 How do costs compare to other programs on campus?	The direct costs associated with this program are significantly less than others, as the college incurs no cost for faculty pay, benefits or supplies.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Direct costs for the program are paid for by EJATT, indirect costs (facilities, administration, etc.) are paid out of the college's general fund (non-grant).

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	-Apprenticeship program that provides employment to students after the first 11 weeks of coursework and throughout the program. -Access to increasing, high-wage employment during and upon completion of the program -All courses are taught by foreman wireman, who are the most experienced in the industry. -Relative low-cost, compared to other CTE programs
3.2 What are the identified or potential weaknesses of the program?	Locus of control at the college. As much of this program is delivered by a third-party, academic governance and quality assurance of instruction could be tighter.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional; Team-teaching.
3.4 How does this program fit into a career pathway?	This program is closely aligned with the program of study, construction engineering technology programs, which prepare students to help engineers who construct buildings and other structures. Students learn to inspect and manage construction sites. They learn about materials and construction methods. They also learn to read and interpret building plans, with the ultimate goal of installing all electrical wiring associated with the construction.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No. This program does not have a direct entry path for high school students. Students must be high school graduates in order to participate in this program.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Yes. This is an apprenticeship program. Students work in the field for 9 months each year, for 3 years. They complete coursework during the third-year, and continue work in the field for another 2 years, before earning Journeyman Wireman status.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	Students will earn a journeyman card from the International Brotherhood of Electrical Workers (IBEW).
3.10 Is this an apprenticeship program? If so, please elaborate.	Yes. **Yr. 1:** The apprenticeship program begins with eleven weeks of full-time classroom instruction. Upon successful completion of the eleven-week program, apprentices are assigned to work with a union electrical contractor for approximately nine months. Yr. 2: In the second year, apprentices are required to attend nine weeks of full-time classroom instruction, for which they are paid a stipend. Upon completion of the second year program, the apprentice is assigned to work for another nine months. Yr. 3: The third year consists of nine weeks of full-time classroom instruction for which they are paid a stipend. Upon completion of the third year program the apprentice is assigned to work for another nine months. During this period the apprentice earns wages equal to 60% of JW rate ($28.44), and after six months 65% of JW rate ($30.81). Yrs 4&5 (no additional coursework): The fourth and fifth years of training consist of six evening seminars in each year. Seminars are focused on safety training, leadership, and other industry related topics. During this period the fourth year apprentice earns wages equal to 70% of JW rate ($33.18), and after six months 75% of JW rate ($35.55). The fifth year apprentice earns 80% of JW rate ($37.92), and after six months 90% of JW rate ($42.66). Upon successful completion of the fifth year the apprentice becomes a Journeyman Wireman. Current Journeyman Wireman (JW) rate is $47.40. All apprentices who successfully complete the classes earn 53 credit hours through Richard J. Daley College toward an A.A.S. in Electrical Construction Technology. Twelve (12) hours of general education classes are required to complete the degree requirements. The general education classes may be taken at any time during or after the apprenticeship program

3.11 If applicable, please list the licensure examination pass rate.	None required.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This program is articulated with the Illinois Institute of Technology (IIT), for bachelors degree completion. All 65.5 credits transfer into their Industrial Technology and Management Program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average class size over the past five years has ranged from 7 to 20 in the technical courses. The average class size among these classes is 17.7 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	None
3.16 What is the status of the current technology and equipment used for this program?	Up to date, and continuously updated as industry needs change.
3.17 What assessment methods are used to ensure student success?	Students take exams (formative/summative) during courses, and complete projects during the work-based learning phases.
3.18 How satisfied are students with their preparation for employment?	Student satisfaction data has not been collected.
3.19 How is student satisfaction information collected?	Student satisfaction data has not been collected.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	As an apprenticeship program, the employer is engaged directly in curriculum development, and work-based learning opportunities. All students are matched with an employer to complete program requirements.
3.21 How often does the program advisory committee meet?	Monthly
3.22 How satisfied are employers in the preparation of the program's graduates?	Not collected
3.23 How is employer satisfaction information collected?	Not collected

3.24 Did the review of program quality result in any actions or modifications? Please explain.	No. Future modifications are needed to improve the quality controls of the program (faculty evaluations completed by the college, program-level assessment, etc.). The college must strengthen its locus of controls over the delivery of instruction.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	A.A.S Electrical Construction Technology (752) BC (703) AC (721)				
CIP CODE	46.0302				
	YEAR 1 (2013)	YEAR 2 (2014)	YEAR 3 (2015)	YEAR 4 (2016)	YEAR 5 (2017)
NUMBER OF STUDENTS ENROLLED	326	468	495	733	765
NUMBER OF COMPLETERS	BC-14 AC-N/A AAS-0	BC-272 AC-N/A AAS-	BC-162 AC-11 AAS-2	BC-351 AC-149 AAS-8	BC-309 AC-257 AAS-10
OTHER (CLASS RETENTION RATE/SUCCESS RATE))	97.6% /94.3%	99.3% /88.7%	99.9%/ 95.2%	98.4% /97.1%	98.1%/ 97.4%

How does the data support the program goals? Elaborate.	DATA INDICATES THAT STUDENTS ARE SUCCESSFULLY COMPLETING THE COURSEWORK AND WORK-BASED LEARNING, LEADING TO EMPLOYMENT AND EARNING THE TECHNICAL CERTIFICATES, LEADING TO THE JOURNEYMAN CARD. THE LOW NUMBER OF A.A.S. COMPLETERS IS DUE TO THE BACK LOADING OF GENERAL EDUCATION COURSES, WHICH ARE NEEDED TO COMPLETE THE DEGREE. WORKING STUDENTS OFTEN COMEBACK (YEARS LATER) TO COMPLETE THESE COURSES.
What disaggregated data was reviewed?	COURSE SUCCESS RATES (C OR HIGHER), AND COURSE RETENTION RATES FOR THE PAST 5 YEARS INDICATE THAT STUDENTS ARE REMAINING IN CLASS, AND ENGAGED IN THE PROGRAM. HOWEVER, IT CAN BE ARGUED THAT THE RELATIVELY HIGH COURSE SUCCESS RATES MAY SPEAK TO RIGOR/QUALITY ISSUES. FURTHER INQUIRY MAY BE WARRANTED.
Were there gaps in the data? Please explain.	NONE
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total	NO, DEMOGRAPHIC DATA FOR THIS PROGRAM IS SIGNIFICANTLY DIFFERENT FROM THAT OF THE COLLEGE AND DISTRICT. SPECIFICALLY, THIS PROGRAM HAS AN ENROLLMENT OF OVER 60% WHITE STUDENTS, WITH RELATIVE UNDER-ENROLLMENTS OF ALL OTHER DEMOGRAPHICS.

	Asian	Native Amer	Haw/ Pac	Black	Hispani	White	Undef.
student population? Please explain.							
Elect Tech	0.90%	0.30%	0.15%	13.63%	17.53%	63.67%	3.82%
Daley Credit	1.49%	0.12%	0.05%	30.49%	53.27%	11.41%	3.17%
District	6.31%	0.20%	0.11%	40.28%	32.59%	15.85%	4.67%

Are the students served in this program representative of the district population? Please explain.	*SEE ABOVE.*

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Based on our review there is a need to improve enrollment and completions along this pathway. This program will become more attractive as it is updated to include innovations in the curriculum. Improvements to the college's locus of control to ensure instructional quality and administrative controls are needed. The demographic mismatch implies that marketing/recruitment, and admission strategies must be reviewed to encourage enrollments and completions from the demographics that the college/district serves.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	*-REVIEW OF CURRICULUM IS UNDERWAY, TO BE COMPLETED DURING THE FALL 2017 TERM. THIS WILL INCLUDE THE REVIEW OF COURSES AND CREDIT HOURS, SUBMISSION OF NEW COURSES, AND POSSIBLE MODIFICATION TO EXISTING COURSES.* *-PARAMETERS TO TIGHTEN THE COLLEGE'S LOCUS OF CONTROL AROUND INSTRUCTIONAL QUALITY (FACULTY EVALUATIONS, ETC.), ADMINISTRATIVE CONTROLS ARE BEING INCLUDED IN THE NEXT ITERATION OF THE APPRENTICESHIP CONTRACT (DEC. 2017).* *-EXPLORATION/IMPLEMENTATION OF STRATEGIES TO RECRUIT, RETAIN, AND COMPLETE STUDENTS WHO ARE CURRENTLY UNDERREPRESENTED WILL BE EXPLORED (DEC. 2017).*

Career & Technical Education

COLLEGE NAME:	Richard J. Daley
FISCAL YEAR IN REVIEW:	2017

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
A.A.S Communications Technology (750)	**Degree**	**65**	**46.0302**	**BC (704)** **AC (709)**

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

Program Objectives What are the overarching objectives/goals of the program?	The Communications Technology A.A.S. degree is a cooperative effort between Daley College and the Electrical Joint Apprenticeship and Training Trust (EJATT), which is made up of the National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW) Local Union 134. This apprenticeship program prepares students to become electricians (Communications Journeyman), under the tutelage of a union electrical contractor. Electricians assemble, install, maintain, and test electrical equipment and wiring systems in residential, commercial and industrial settings.
To what extent are these objectives being achieved?	Students completing this program earn their communications journeyman (CJ) card from the International Brotherhood of Electrical Workers, which entitles them to high wage jobs, and opportunities for entrepreneurship.
Past Program Review Action What action was reported last time the program was reviewed?	Other: Continue with no improvements

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Students must have one full year of HS level Algebra with a grade of at least "C" or better, or one post HS level Algebra course or higher-level course with a grade of "C" or better.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	English 101 — Composition I History 113 — United States Labor History PSYCH-206 — Business & Industrial Psychology PSYCH-210 — Principles of Supervisory Psychology 432-714 — Technical Mathematics I 432-704 — Construction Technology 432-705 — Print Reading I 432-707 — Fire Alarm Systems 432-709 — Print Reading II 432-711 — Communications 432-715 — Technical Mathematics II 432-716 — Electronics 432-717 — Structured Wiring 432-718 — Integrated System I 432-719 — Integrated System II 432-720 — Communications Systems Verification 432-721 — Fiber Optics 432-722 — Computer Networking
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	As an apprenticeship program, most of the courses have extensive lab hours, set by industry standards. The time-on-task for these courses, pushed the average number of credit hours to 4 in the technical lab courses (40.5 hours), the addition of 15 hours of gen ed brings the total program to 65 hours.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	There is a small decline expected in regional openings. But the demand remains relatively strong, along with a strong salary data:

SOC	Description	Annual Openings	Median Hourly Earnings	Pct. 10 Hourly Earnings	Typical Entry Level Education
47-2111	Electricians	179	$38.17	$19.58	High school diploma or equivalent

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Historical Analysis (2011-2016)

SOC	Description	2011 - 2016 % Change
47-2111	Electricians	13%

Future Outlook: 2016 - 2021

A small decline of -1% in demand is expected across the next few years:

	SOC	Description	2016 - 2021 % Change	
	47-2111	Electricians	-1%	

1.3 What is the district and/or regional need?	Regional openings are expected to surpass completions:

	SOC	Description	Openings	Regional Completions (2015)	
	47-2111	Electricians	895	466	

1.4 How are students recruited for this program?	Students are recruited by both the college and the Electrical Joint Apprenticeship and Training Trust (EJATT). The Trust established the admission requirements of the program with the approval from the Bureau of Apprenticeship and Training, United States Department of Labor. Students must also meet Daley College's admission requirements.
1.5 Where are students recruited from?	Local high schools, the district and surrounding communities, and the incumbent worker population.
1.6 Did the review of program need result in actions or modifications? Please explain.	No
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	As instruction is delivered by a third party via contractual agreement, this program has no costs directly associated with delivery of the technical courses. General education coursework is open to student in any program; costs are not accounted for separately. Indirect costs related to college facilities usage and administration are not tracked.
2.2 How do costs compare to other programs on campus?	The direct costs associated with this program are significantly less than others, as the college incurs no cost for faculty pay, benefits or supplies.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Direct costs for the program are paid for by EJATT, indirect costs (facilities, administration, etc.) are paid out of the college's general fund (non-grant).
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	-Apprenticeship program that provides employment to students after the first 11 weeks of coursework and throughout the program. -Access to increasing, high-wage employment during and upon completion of the program -All courses are taught by foreman wireman, who are the most experienced in the industry. -Relative low-cost, compared to other CTE programs
3.2 What are the identified or potential weaknesses of the program?	Locus of control at the college. As much of this program is delivered by a third-party, academic governance and quality assurance of instruction could be tighter.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional; Team-teaching.
3.4 How does this program fit into a career pathway?	This program is closely aligned with the program of study, construction engineering technology programs, which prepare students to help engineers who construct buildings and other structures. Students learn to inspect and manage construction sites. They learn about materials and construction methods. They also learn to read and interpret building plans, with the ultimate goal of installing all electrical wiring associated with the construction.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No. This program does not have a direct entry path for high school students. Students must be high school graduates in order to participate in this program.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Yes. This is an apprenticeship program. Students work in the field for 9 months each year, for 3 years. They complete coursework during the third-year, and continue work in the field for another 2 years, before earning Journeyman Wireman status.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.

3.9 Are industry-recognized credentials offered? If so, please list.	Students will earn a journeyman card from the International Brotherhood of Electrical Workers (IBEW).
3.10 Is this an apprenticeship program? If so, please elaborate.	Yes. Yr. 1: The apprenticeship program begins with eleven weeks of full-time classroom instruction. Upon successful completion of the eleven-week program, apprentices are assigned to work with a union electrical contractor for approximately nine months. During this period the apprentice earns wages equal to 40% of Communication Journeymen (CJ) rate ($17.24), and after six months 45% of CJ rate ($19.40). Yr. 2: In the second year, apprentices are required to attend nine weeks of full-time classroom instruction, for which they are paid a stipend. Upon completion of the second year program, the apprentice is assigned to work for another nine months. During this period the apprentice earns wages equal to 50% of CJ rate ($21.55), and after six months 55% of CJ rate ($23.71). Yr. 3: The third year consists of nine weeks of full-time classroom instruction for which they are paid a stipend. Upon completion of the third year program the apprentice is assigned to work for another nine months. . During this period the apprentice earns wages equal to 60% of CJ rate ($25.86), and after six months 70% of CJ rate ($30.17). Yr 4 (no additional coursework): The fourth year of training consists of six evening seminars. Seminars are focused on safety training, leadership, and other industry related topics. During this period the fourth year apprentice earns wages equal to 80% of CJ rate ($34.48), and after six months 90% of CJ rate ($38.79). Upon successful completion of the fourth year the apprentice becomes a Communication Journeyman. Current Communication Journeyman (CJ) rate is $43.1 All apprentices who successfully complete the classes earn 53 credit hours through Richard J. Daley College toward an A.A.S. in Electrical Construction Technology. Twelve (12) hours of general education classes are required to complete the degree requirements. The general education classes may be taken at any time during or after the apprenticeship program
3.11 If applicable, please list the licensure examination pass rate.	N/A

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This program is articulated with the Illinois Institute of Technology (IIT), for bachelors degree completion. All 65.5 credits transfer into their Industrial Technology and Management Program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Average class size over the past five years has ranged from 10 to 20 in the technical courses. The average class size among these classes is 16.41 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	None
3.16 What is the status of the current technology and equipment used for this program?	Up to date, and continuously updated as industry needs change.
3.17 What assessment methods are used to ensure student success?	Students take exams (formative/summative) during courses, and complete projects during the work-based learning phases.
3.18 How satisfied are students with their preparation for employment?	Student satisfaction data has not been collected.
3.19 How is student satisfaction information collected?	Student satisfaction data has not been collected.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	As an apprenticeship program, the employer is engaged directly in curriculum development, and work-based learning opportunities. All students are matched with an employer to complete program requirements.
3.21 How often does the program advisory committee meet?	Monthly
3.22 How satisfied are employers in the preparation of the program's graduates?	Not collected
3.23 How is employer satisfaction information collected?	Not collected

3.24 Did the review of program quality result in any actions or modifications? Please explain.	No. Future modifications are needed to improve the quality controls of the program (faculty evaluations completed by the college, program-level assessment, etc.). The college must strengthen its locus of controls over the delivery of instruction.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	**A.A.S Communications Technology (750)** **BC (704)** **AC (709)**				
CIP CODE	**46.0302**				
	YEAR 1 (2013)	*YEAR 2 (2014)*	*YEAR 3 (2015)*	*YEAR 4 (2016)*	*YEAR 5 (2017)*
NUMBER OF STUDENTS ENROLLED	*80*	*88*	*55*	*30*	*46*
NUMBER OF COMPLETERS	*BC-0* *AC-N/A* *AAS-0*	*BC-0* *AC-0* *AAS-0*	*BC-2* *AC-2* *AAS-0*	*BC-17* *AC-13* *AAS-1*	*BC-30* *AC-11* *AAS-1*
OTHER (CLASS RETENTION rate/SUCCESS RATE)	*98.2%/91.1%*	*99.5%/91.4%*	*100%/92.7%*	*98.5%/97.8%*	*97.6%/97%*
How does the data support the program goals? Elaborate.	*DATA INDICATES THAT STUDENTS ARE SUCCESSFULLY COMPLETING THE COURSEWORK AND WORK-BASED LEARNING, LEADING TO EMPLOYMENT AND EARNING THE TECHNICAL CERTIFICATES, LEADING TO THE JOURNEYMAN CARD. THE LOW NUMBER OF A.A.S. COMPLETERS IS DUE TO THE BACK LOADING OF GENERAL EDUCATION COURSES, WHICH ARE NEEDED TO COMPLETE THE DEGREE. WORKING STUDENTS OFTEN COMEBACK (YEARS LATER) TO COMPLETE THESE COURSES.*				
What disaggregated data was reviewed?	*COURSE SUCCESS RATES (C OR HIGHER), AND COURSE RETENTION RATES FOR THE PAST 5 YEARS INDICATE THAT STUDENTS ARE REMAINING IN CLASS, AND ENGAGED IN THE PROGRAM. HOWEVER, IT CAN BE ARGUED THAT THE RELATIVELY HIGH COURSE SUCCESS RATES MAY SPEAK TO RIGOR/QUALITY ISSUES. FURTHER INQUIRY MAY BE WARRANTED.*				
Were there gaps in the data? Please explain.	*NONE*				
What is the college doing to overcome any identifiable gaps?	*N/A*				
Are the students served in this program representative of the total student	*NO, DEMOGRAPHIC DATA FOR THIS PROGRAM IS SIGNIFICANTLY DIFFERENT FROM THAT OF THE COLLEGE AND DISTRICT. SPECIFICALLY, THIS PROGRAM HAS AN ENROLLMENT OF OVER 50% WHITE STUDENTS, WITH RELATIVE UNDER-ENROLLMENTS OF ALL OTHER DEMOGRAPHICS.*				

		Asian	Native Amer	Haw/ Pac	Black	Hispani	White	Undef.
	Com Tech	0.62%	0.00%	0.62%	14.20%	24.69%	53.09%	6.79%
	Daley Credit	1.49%	0.12%	0.05%	30.49%	53.27%	11.41%	3.17%
	District	6.31%	0.20%	0.11%	40.28%	32.59%	15.85%	4.67%

population? Please explain.

Are the students served in this program representative of the district population? Please explain.	*SEE ABOVE.*

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Based on our review there is a need to improve enrollment and completions along this pathway. This program will become more attractive as it is updated to include innovations in the curriculum. Improvements to the college's locus of control to ensure instructional quality and administrative controls are needed. The demographic mismatch implies that marketing/recruitment, and admission strategies must be reviewed to encourage enrollments and completions from the demographics that the college/district serves.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	*-REVIEW OF CURRICULUM IS UNDERWAY, TO BE COMPLETED DURING THE FALL 2017 TERM. THIS WILL INCLUDE THE REVIEW OF COURSES AND CREDIT HOURS, SUBMISSION OF NEW COURSES, AND POSSIBLE MODIFICATION TO EXISTING COURSES.* *-PARAMETERS TO TIGHTEN THE COLLEGE'S LOCUS OF CONTROL AROUND INSTRUCTIONAL QUALITY (FACULTY EVALUATIONS, ETC.), ADMINISTRATIVE CONTROLS ARE BEING INCLUDED IN THE NEXT ITERATION OF THE APPRENTICESHIP CONTRACT (DEC. 2017).* *-EXPLORATION/IMPLEMENTATION OF STRATEGIES TO RECRUIT, RETAIN, AND COMPLETE STUDENTS WHO ARE CURRENTLY UNDERREPRESENTED WILL BE EXPLORED (DEC. 2017).*

SECTION 2 – ACADEMIC DISCIPLINE PROGRAM REVIEW REPORT

Academic Disciplines	
COLLEGE NAME:	Richard J Daley College
FISCAL YEAR IN REVIEW:	FY2013-2017
DISCIPLINE AREA:	WRITTEN AND ORAL COMMUNICATIONS
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

Program Objectives
What are the objectives/goals of the discipline?
	Daley College's college–level general education courses include English 101, English 102, and Speech 101.
	The overall objectives are to improve students' critical thinking skills, read analytically, write effectively, and speak persuasively.
	
	All master syllabi for English and Speech courses are housed and made available to all faculty in the department. Master syllabi include required student learning outcomes. These are aligned with the Illinois Articulation Initiative and have current IAI codes.
	
	Student Learning Outcomes:
	Upon successful completion of **English 101**, students will:
	
	• **Process**
	
	    1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
	    2. Engage in a reflective process of evaluating his or her own drafts and those of others
	
	• **Purpose and Audience**
	
	    1. Define the purpose and audience for each writing task
	    2. Adopt a voice, tone, and level of formality appropriate to an academic audience
	    3. Achieve the purpose of the writing task
	
	• **Exposition and Argument**
	
	    1. Formulate and support an explicit or implied thesis
	    2. Direct an argument or explanation to the designated audience
	    3. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
	
	• **Organization and Development**

1. Establish a clear framework of organization appropriate to the writing task and the thesis
2. Employ rhetorical strategies consistent with the purpose of the writing task
3. Incorporate effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details
4. Integrate the student's own ideas with those of others, utilizing appropriate documentation
5. Identify and avoid intentional and unintentional plagiarism

- **Mechanics**

  1. While revising, editing, and proofreading, apply conventions of Standard Edited English, and eliminate surface errors that interfere with coherence and clarity

- **Critical Thinking / Reading**

  1. Summarize, analyze, and evaluate the arguments, counter-arguments, and evidence in the writing of others

Student Learning Outcomes:
Upon successful completion of **English 102**, students will:

1. Generate research questions leading to a workable thesis.
2. Analyze the elements of topics, issues, and argumentation.
3. Articulate opposing viewpoints.
4. Identify a variety of credible sources.
5. Summarize sources.
6. Incorporate quotations into a research project.
7. Apply plagiarism avoidance techniques.
8. Synthesize source material into a research project.
9. Document sources using MLA style.

Student Learning Outcomes:
Upon successful completion of **Speech 101**, students will:

	1. Phrase clear, responsible and appropriate purpose statements; 2. Develop specific, well-focused thesis statements; 3. Adapt an effective message to the needs of the audience based on audience and situation analysis; 4. Generate ideas and gather supporting material; 5. Incorporate material from various appropriate sources, using proper verbal citations; 6. Use evidence, reasoning and motive appeals in persuasive speaking; 7. Use visual aids that promote clarity and interest; 8. Use language that is appropriate to enhance understanding and effect the desired result; 9. Use extemporaneous delivery with reasonable fluency, expressiveness and comfort; 10. Demonstrate acceptable ethical standards in research and presentation of materials; and 11. Critique oral communication.

To what extent are these objectives being achieved?	The English and Speech Department is also a part of the assessment committee at the college. Each year faculty from the department determine an outcome to assess and report out on their findings. During FY16 the department conducted an assessment of outcomes numbers 3 and 10, using a standard midterm assignment (Speech). Results indicate that most students exhibited the ability to adapt their message to the audience (SLO# 3) as 81% students assessed met the benchmark. The assessment results for SLO#10 were unclear due to a mismatch between the SLO and the items on the assessment tool. The college assesses its general assessment outcomes each year on a rotating basis. 1. According to FY16 assessment results, which examined the college's general education learning outcome Communicate using Standard American English, mechanics of writing continue to be a concern (e.g. comma usage, as 94% of those participants in the completer assessment failed to meet the college's established benchmark). 2.
How does this discipline contribute to other fields and the mission of the college?	This program fulfills Gen Ed requirements for AA, AAS, etc. Students need to be English 101 eligible to enroll in many other Gen Ed courses. "The mission of the Department of English and Speech at Richard J. Daley College is to provide the community on the Southwest side of Chicago with educational opportunities in Composition, Literature, Speech, Journalism, and Reading …" This aligns with the college mission statement of "providing high-quality education which leads to academic success, career development, and personal enrichment that fulfill diverse community needs."

Prior Review Update Describe any quality improvements or modifications made since the last review period.	2012 was our last review for this discipline, at which time it was stated that no major concerns were found. The only observation made was regarding the Speech retention rates. "... Speech 101 has consistently produced the lowest retention rates among the three courses. This suggests that this course should be reviewed for student evaluations, curriculum, and teacher preparedness in order to investigate possible challenges." The Department chairperson is responsible for reviewing students' evaluations for part time faculty. There were no concerns entered by prior and current chairperson. The Chairperson also observes all part time faculty (on rotation) and assess the curriculum covered in the section. Prior to the start of the term, chairpersons meet with their part time faculty during Faculty Orientation in order to aid and help answer any questions regarding curriculum and instruction. Since the last review there were no concerns brought up to leadership.

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 programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	The college works closely with faculty and district office when reviewing any program needs or updates. Our Proposed Academic Changes (PACC) committee is composed of a Principle Advocate (full time professor), Content Advisory Teams, Curriculum Committees, and Joint Curriculum Development Council members that meet each month during the regular term sessions to review and approve changes and updates to programs. PACC Documentation Guidelines There is an established step by step process across district which allows committees and each college to review and move forward with their findings.

1.2 How will students be informed or recruited for this program?	The English and Speech courses are required credit hours for all of our degree programs and need to be met in order to continue the program of study. Overall, CCC recruitment strategies draw students to the college. Furthermore, faculty and staff at the college are taking steps to be more involved in recruitment efforts. Other departments also contribute toward engaging and drawing student population to the program. This includes, our Dual Enrollment program, college advisors who meet with students, events such as Open House, and faculty announcements.

INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this discipline?	Costs associated with the Department of English and Speech are listed below. These are considered and included within the fiscal year budget. Salary includes both full time and part time faculty, materials and supplies are budgeted yearly: <table><tr><td>**Direct Cost**</td><td>**FY17**</td></tr><tr><td>Salary</td><td>$1,176,913</td></tr><tr><td>Benefits</td><td>$169,338</td></tr><tr><td>Materials/Supplies</td><td>$500.00</td></tr><tr><td>Total</td><td>$1,346,751</td></tr></table> *Source: Business Office, DAC*
2.2 What steps can be taken to offer curricula more cost-effectively?	The college is exploring hybrid and blended learning to potentially maximize the use of space, offering of course, and instructor time per course.
2.3 Is there a need for additional resources?	Additional resources regarding physical location include addition of classroom space, and appropriate equipment. Inclusion of faculty support and development, which include additional curriculum development and training for part time faculty.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 Are there any alternative delivery methods of this program? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Students can enroll in English 101, English 102, and Speech 101 online courses. Efforts are also made to schedule courses at various times and days of the week in order to help students' program load. Online courses are also offered through Harold Washington College.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Online courses are housed at Harold Washington College within their office of Online Learning. The college has not compared the success rates of these modalities.

3.3 What assessments does the program use to measure full-time and adjunct instructor performance in the classroom?	Part time faculty are observed on rotation by 25% of the total adjunct group per semester. All new hired faculty are observed at least once for the first two consecutive terms, and participate in the department's assessment policy. Part time faculty are also evaluated by the student evaluation form for at least one of their sections each semester. Evaluations are made available to faculty after the final grades have been entered and the department chairs review. Any concerns are then addressed by the chairperson via meeting. Full time faculty are reviewed through the post-tenure process by their Department Evaluation Committee. Faculty are placed on a rotation list every three to five years.
3.4 How does the program identify and support at-risk students?	At-risk students are identified via variety of assessments at the beginning of the semester. At-risk students are then identified in GradesFirst that combines academic early alerts with advising and tutoring appointment management. Remediation plan is then created for individual students. Faculty use this tool in order to document and follow up with each student.
3.5 To what extent is the program integrated with other instructional programs and services?	There are various collaboration projects that take place between our academic departments. For example, English faculty have collaborated with Art faculty to introduce students to develop both their writing, analyzing, and visual communication skills all within the same project. Writing and speech tutors are available to assist students with written and verbal assignments.
3.6 What does the program review when developing or modifying curriculum?	The English and Speech Department meets monthly during regular sessions to discuss curriculum and course development. Departmental meeting minutes are archived in the department and shared with faculty and administration.

3.7 When a course has low retention and/or success rates, what is the process to address these issues?	The college shares retention and success rates during college-wide meetings and Department Chair meetings, to uncover collaborative solutions. In some cases, course schedules are reviewed to determine the optimal times, pre-requisite (remedial) SLOs have been reviewed to provide better preparation subsequent courses, additional tutoring is offered, in addition to the college's early alert campaign.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

None

SECTION 3 – STUDENT AND ACADEMIC SUPPORT SERVICES

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.	
COLLEGE NAME:	Richard J Daley College
FISCAL YEAR IN REVIEW:	2013-2016
REVIEW AREA:	*REGISTRATION/RECORDS*
Program Summary Please provide a brief summary of the function of the program.	The Office of Admission/ Records oversees the application process for all students who apply to the college to pursue college credit courses. The Office of Admission/Records oversees transfer credit evaluations and offers the following services; Residency verification, student biographical updates, Records Processing – NSW, ADW/MT, final grade entry, grade changes, Completion processing and conferral of degrees, Enrollment verification, Records monitoring, Maintaining permanent student files and Official transcript production.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	1. Daley College uses Parchment, Inc. to process all electronic transcript requests. This system allows students to order transcripts using their City Colleges of Chicago portal, or the student can order directly through the Parchment website. The Parchment system allows various transcript delivery methods, including U.S. postal mail, online, and overnight express delivery. 2. In 2015 the City College's transitioned to CS9; a new records system.
What are the identified or potential weaknesses of the program?	1. Although there is an increase in the number of students who complete the online application from home, many students do not have access to a computer at home therefore must use our kiosk to complete the online application. 2. Residency verification currently is done in person. Updating our processes to ensure that internal policies are adhered to while providing service to those students who cannot comply with this request in person.

What are the program's strengths?	1. There has been an increase in the number of official transcripts processed through Parchment from 2013 through 2016. 2. The implementation of CS9 has led Daley to automate processes, requiring less paper. The Office of Admission and Records has recently implemented Qnomy, an online ticketing system that will provide data on the number of students our office helps, and the type of service given. The Office of Admission previously assisted students on a first-come, first-serve basis. 3. The Office of Admission/Records works in conjunction with the Academic Advising Center to increase the number of graduates.

Rationale Detail all major findings resulting from the current review.	1. There has been an increase in the number of official transcripts processed through Parchment from 2013 through 2016. **Table 3. FY13-FY16 Number of Electronic Transcripts Processed for College Credit** 2. The partnership between admission/records includes identifying potential graduates, conducting degree audits, and outreaching to the student for advising. The process is repeated until the deadline for graduation submission has expired. From Table 2 below, it can be seen that there was a 44.8% increase in degree and certificate completion between 2013 and 2016. **Table 2. FY13 – FY16 Awards**
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**None recommended**

Table 3. FY13-FY16 Number of Electronic Transcripts Processed for College Credit

	Fiscal Year			
	2013	2014	2015	2016
Transcripts Processed	5006	4875	5638	4329

Table 2. FY13 – FY16 Awards

	Fiscal Year			
Award	2013	2014	2015	2016
Associate Degrees	483	473	621	507
Certificates	594	1223	935	1053
Total	1077	1696	1556	1560

Student and Academic Support Services

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

COLLEGE NAME:	Richard J Daley College
FISCAL YEAR IN REVIEW:	2013-2016
REVIEW AREA:	*ADMISSIONS*
Program Summary Please provide a brief summary of the function of the program.	The Admissions office oversees the admission process for all credit seeking applicants, in addition to those with prior college credit
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Before fall, 2011, the application was a manual-paper process. Students would complete the Student Information Card, and all demographic information would be keyed into the record system by staff. There was no consistent student application follow-up plan at Daley College or City Colleges of Chicago (CCC).
What are the identified or potential weaknesses of the program?	The online admissions application cannot be accessed by all students therefore some students will need to visit the campus on more than one occasion to complete the registration process.
What are the program's strengths?	With the advent of the CCC online application, the Admissions office can now review and process all online applications expeditiously and on a daily basis.
Rationale Detail all major findings resulting from the current review.	The admissions process currently in place is as follows; Welcome Center staff review data on a student's record, including contact information and course history, if applicable. During this onboarding, an applicant's record is reviewed to determine that they are cleared to register. Items include: contact information, home campus and residency data. Applicants without prior college are signed up for orientation which acclimates the student to the campus resources available. In the student portal, applicants can take placement testing, as well as, review their payment options. They are also versed on areas such as the Wellness Center and Student Activities.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Admission Specialists respond to inquiries from elementary and high schools. The Specialists role is to establish relationships with the School Counselors and Administrative staff and promote Daley College programs and services to students.

Program Summary Please provide a brief summary of the function of the program.	The Recruitment Department was designed in such a way to ensure that each City College of Chicago would have the opportunity to build a bank of perspective students regardless of department deficits. By design, two recruiters are assigned to each territory surrounding each City College of Chicago and is responsible for providing that area with services to ensure that prospective students are aware of their options at all 7 campuses. Each recruiter recruits for the entire district, regardless of location. City Colleges of Chicago moved to this centralized model for recruiting students in the summer of 2012. Recruiters build relationships with the high schools and community organizations in the Chicago land area to ensure that prospective students can access our many opportunities. Currently, we have unfilled recruitment positions in three areas; Truman being one however the remaining recruiters share the responsibility of attending events in that area. Currently, the Director of Recruitment partners with the Admissions Office to conduct on campus recruitment events and convert inquiries to applicants. Recruiters are responsible for the following events: **College Fairs/Community Resource Fairs** **Classroom Visits & Presentations** **Application Workshops** **Report Card Pick-Up event** **PLT (Post-Secondary Leadership Team) Meetings** **Open Houses** In addition to the district's centralized efforts in the area of recruitment, the college has recently embarked upon an effort to increase awareness at secondary schools in its catchment area. College administrators are assigned a caseload of schools, where quarterly meetings are held with the principal(s) and other key school leaders. At these meetings, both institutions share program updates, calendars and student performance data. The college has developed a dashboard (see appendices), which provides the secondary school with information regarding the performance of their students, and identifies areas of opportunity for increased collaboration.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	We instituted the prospect component of People soft via Campus Solution. Prior to this integration, we used PS 8.0; which had no prospect component. As a result of this transition to Campus Solution 9.0 (CS 9.0), we are now able to house prospects in a system accessible to all. For the first time, City Colleges of Chicago implemented a Recruitment and Admissions Module. The recruiters are now able to enter prospective student data into a shared system. In addition, an online single prospect form was launched to capture interest in CCC programs and offerings via the website.
What are the identified or potential weaknesses of the program?	Since this departments' inception, we have incorporated several new components to include event planning and utilizing s system that now requires us to do multiple types of data entry. We are in need of clerical staff which will increase our efficiency. Also we are currently understaffed and unable to operate in the same capacity as we would if we were full staffed.
What are the program's strengths?	Relationships have been built with CPS and community organizations that did not exist prior to the establishment of this department. These relationships afford us opportunities to recruit in areas in which we had no access to prior to. Performance data sharing between the high schools and the college has been key in getting the necessary buy-in from school leaders/counselors to promote matriculation to Daley college.
Rationale Detail all major findings resulting from the current review.	Anecdotally, these school leaders have been impressed by performance (and the graphical interpretation of such) of their students at Daley college. This data serves to dispel some of the apprehension that many school leaders have about promoting the community college over four-year institutions.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Hire additional staff to provide clerical support to increase conversion rates. Also, fill the open recruitment positions to support external recruitment efforts. Continue to increase collaboration between area high schools and the college. Specifically, by synchronizing the college's activity calendar with that of the high school to promote attendance by secondary students, an increased college presence at major high school events (e.g. report card pick-up, orientations, graduations, award ceremonies).