

Program Review Manual 2017-2021- Academic Disciplines Review Instrument
 Illinois Community College Board- Revised June 2019

<i>Program Review Cover Page</i>	
<i>COLLEGE</i>	Richard J. Daley College
<i>DISTRICT NUMBER</i>	508
<i>CONTACT PERSON</i> <i>(NAME, TITLE, CONTACT INFORMATION)</i>	Anne Panomitros Vice President, Academic & Student Affairs 7500 S. Pulaski Road, Chicago, IL 60652 P: 773-838-7514 E: apanomitros@ccc.edu
<i>FISCAL YEAR REVIEWED:</i>	2015-2019
<i>DIRECTORY OF REVIEWS SUBMITTED</i>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	Sustainable Urban Horticulture
<i>ACADEMIC DISCIPLINES</i>	Humanities & Fine Arts
<i>CROSS-DISCIPLINARY INSTRUCTION</i>	Adult Education and English as a Second Language
<i>STUDENT AND ACADEMIC SUPPORT SERVICES</i>	Library Advising Disability Access Center
<i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i>	
<i>OTHER ATTACHMENTS AS NECESSARY</i>	



ICCB Program Review (FY2017 – FY2020)
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Academic Disciplines	
College Name:	Richard J. Daley College
Academic Years Reviewed:	2015-2019
Discipline Area:	Humanities and Fine Arts
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<p>The department provides a wide variety of general education courses required to complete the Associate in Arts, Associate in Science, and Associates in Applied Science Degrees. It offers many of the core courses needed to meet the general education requirements at most four-year institutions. These disciplines seek to create student awareness through humanistic sensibility and development of individual and critical thinking through the visual arts, music, philosophy, and literature. Students are engaged with texts and works of art by learning and practicing methods of close reading, careful analysis, and critical thinking. These courses prepare students to use language effectively, and they establish a framework for students to develop an aesthetic appreciation for fine arts.</p>

<p>To what extent are these objectives being achieved?</p>	<p>The department provides students with an appropriate physical space, including a culturally diverse and intellectual environment for the study and creation of art. Our program aligns with several local universities and prepares students for transfer into their general AA and AAS programs; almost 75% of our courses are transferable. Many of the students in the Humanities and Fine Arts courses have selected the Associate of Arts degree options as their plans include transferring upon graduation. This group of students represents the majority of the students enrolled in our program.</p> <p>Since the last review during the 2015 academic year, the Humanities and Fine Arts faculty formally assessed some of the student learning outcomes to ensure that all students perform at the proficient level expected.</p> <p>The outcome that was assessed for Art 103 was: SLO #3 - Analyze and critique major artworks using knowledge of the basic principles of arts and design. Results: 228/323 or 70.5% of enrolled students in 8/9 sections of the course were assessed (24.5% below the expected participation rate). 76.5% of students performed at or above the satisfactory (Proficient) level (8.5% below expected performance rate).</p> <p>For Music 105, SLO# 1 Given the performance skills for playing the Piano with a right tone, the student will expressively play a variety of compositions. Results: All students participated in 3/3 100% of students performed at or above the satisfactory (Proficient) level. This was based on all of them playing with superior tone quality, melodic and rhythmic accuracy, note reading, proper technique, and expressiveness.</p> <p>For Art 116-SLO#1: Students will demonstrate their knowledge of proper film exposure and development. Results: 7/8 students participated; the average was 85.71% (4.29 % below expected performance level). The outcome that was assessed for Art 103 was: SLO #3 - Analyze and critique major artworks using knowledge of the basic principles of arts and design. Results: 228/323 or 70.5% of enrolled students in 8/9 sections of the course were assessed (24.5% below the expected participation rate). 76.5% of students performed at or above the satisfactory (Proficient) level (8.5% below expected</p>
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How does this discipline contribute to other fields and the mission of the college?

Arts and Humanities course outcomes are aligned with Daley's core competencies. The goal is to help students succeed in:

1. Communicating effectively: Through research and the delivery of presentations in each field of study, students become aware of the importance of written and spoken communication skills.
2. Thinking analytically, critically, and creatively: By fostering a diverse and inclusive learning environment, we develop students' creative processes, encourage collaborative engagement, enhance critical thinking skills, and focus expressive communication. Students focused on the arts are equipped to pursue a successful education and career through a diverse and comprehensive curriculum delivered by experienced and passionate staff.
3. In each field of study, students are required to analyze current and historical events; evaluate various positions; critique works of art, music, and points of view; and to think outside the box to propose solutions to challenges and problems; impacting their own lives, the broader community, and the world. Our courses often provide common ground for exploration into other fields within the department.
4. Appreciating diversity: Art and humanities courses expose students to both historical and current customs that increase their cultural awareness in the U.S. and globally. Students are encouraged to participate in cultural events within the college, their communities, and throughout the city.
5. Reasoning quantitatively: Students are exposed to quantitative data within each field of study. Within the visual arts, basic mathematical content is presented through measurement and geometric imagery.
6. Using technology effectively: Daley's courses often expose and help students develop computer skills. These include the ability to utilize presentations effectively, spreadsheets, and word-processing software, used at four-year institutions and in the workforce.

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	<p>7. <i>Valuing ethics</i>: Courses throughout the department help students become aware of the importance of ethics and decision making. Special emphasis is placed on these topics, especially within the Humanities and Philosophy fields.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Both full- and part-time instructors were engaged developing and piloting course-level assessments in Humanities and Fine Arts. The courses that were assessed over spring 2015 through spring 2019: Art 103, Art 115, Art 116 Music 105, and Humanities 201.</p>
<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Full-time faculty members in our department periodically hold discipline meetings at the City Colleges of Chicago level where they determine the needs and changes courses require. If a change is recommended the courses are reviewed and evaluated by its members and updates are informed to each campus' academic leadership.</p>

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<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Students are recruited through social media, telephone calls, and marketing campaigns. Once students express their interest in our college, they meet with an academic advisor who will counsel the students on the different program options at the college. Our department has explicitly two advisors very familiar with our programs and the different disciplines we offer. Our faculty members work closely with advisors to supply course descriptions and information. Thus, advisors discuss what to expect and how these courses transfer or might be a good option for the student's academic plan.</p> <p>We also market these disciplines with flyers and place information on boards letting students know the variety of ways they can earn their transfer degree, which includes classes we offer in face-to-face campus learning environments, online learning environments, and hybrid learning environments to accommodate each individual's personal/work schedule.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>We have not added any new Academic Transfer degree or major options to the college's offering during the last review period.</p>

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1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?

FY15 - FY19 HUMANITIES/FINE ARTS Unduplicated Enrollment by Course & Term

Subject	Course Number	FY15	FY16	FY17	FY18	FY19
ART	103	763	723	587	522	480
ART	115					18
ART	115-2	14	11	16	14	
ART	116	7	2	2	5	2
ART	130					11
ART	131-2	40	23	26	29	25
ART	132	4	8	8	3	3
ART	200-F					1
FIN ART	105	24				
FIN ART	107	30	29	23	25	57
FIN ART	108		35	35	20	34
HUMANITIES	201	276	191	162	146	144
HUMANITIES	202	93	75	101	71	64
MUSIC	105	18	15	15	12	13
MUSIC	121	358	333	305	170	135
MUSIC	124				13	12
MUSIC	183				31	30
PHILOSOPHY	105	76	84	44	54	48
PHILOSOPHY	106	281	323	314	246	230
PHILOSOPHY	107	170	162	177	209	171
PHILOSOPHY	108	70	67	58	49	30
PHILOSOPHY	216	37	30	35	33	35

Source: OpenBook Enrollment by Course

20 courses are offered by Daley in this discipline. The courses with the largest student enrollment are Art 103 and Phil 106

Indicator 2: Cost Effectiveness

Response

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<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>The costs associated with this discipline include instructor salaries for full and part-time faculty, the hourly pay for tutors, the department clerical member and the cost of supplies. There are other costs associated with these disciplines including: materials for the art classes, equipment (cameras, film processing). Music (tuning of instruments, the replacement cost of instruments, etc.)</p> <p>The total budgeted cost is: Salaries \$534,117.81 Contractual Services \$1,000. Supplies/Equipment \$600.</p> <p>We have four full-time faculty members teaching Art 103, Fine Art 107-108, Art 130, Art 131-132, Hum 201-202, Phil 106-107-108.</p> <p>We have eight part-time faculty teaching Art 103, Art 115-116, Music 121, Music 105-106, Music 124, Music 183, and Phil 106-107</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>In the past it has been difficult working with specific vendors that will accept checks. Some courses in the Department (Art 131-132/Art 115-116) could work with the new bookstore vendor to make supplies available via their site. Students can use their FAFSA for supplies. This can cut the cost of material. The only material needed from the Department budget would be chemicals for the photo lab and tuning for the pianos.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Our classrooms need to be equipped with smart room technology and updated software to ensure the quality of our courses. The Piano Lab needs to be upgraded, and the equipment replaced. For music classes, having online support in Brightspace.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>For the last two academic years we have been offering hybrid courses for Art 103 with steady success rate on enrollment and student's outcomes. The rest of the disciplines are offered face-to-face.</p>
<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>The college compares success rates between in-class and online courses, as measured by student retention and success rate.</p>

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<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>At the end of every semester we distribute student evaluations to all part-time faculty. Twenty-five percent of full-time faculty is evaluated each academic year. The individual faculty to be evaluated is determined first on a volunteer basis and second by lottery conducted by the department. No faculty member is evaluated more than once every four-academic years.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>Every semester our college offers a Faculty Development Week with curriculum development workshops, discipline meetings and training for curriculum facilitators.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All our full-time faculty have been actively involved in IAI panel reviews for courses in their respective disciplines.</p>
<p>3.6 How does the discipline identify and support “at-risk” students?</p>	<p>The College has in place an Early Alert campaign through Navigate, where faculty submit student’s progress report at week four of instruction. The data is shared with academic advisors and tutors who will reach out to students to discuss academic supports available at the institution. Attendance and progress are critical to providing coordinated support to our students. Students who consistently attend their classes are more likely to complete and pass the courses.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>The Humanities General Education Program provides for the study of fine arts, literature, humanities, music, philosophy, and foreign language, which allows students the opportunity to learn specific methods for critically evaluating human values and conduct within historical and cultural contexts. These skills encourage creativity, innovative thinking, and the ability to connect complex ideas. Our department also works together with the Honors Program at Daley, offering students an innovative curriculum giving them a chance for advanced growth and creative engagement.</p> <p>Overall, the study of the Humanities, in all its variety and complexity, offers students the opportunity to explore their curiosity about the world; human nature; artistic innovation; and great ideas, past and present.</p>

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3.8 What does the discipline or department review when developing or modifying curriculum?	The instructor gathers feedback from student evaluations and student's success rates adapting the course accordingly. Faculty constantly work to develop new strategies to increase students' performance and proficiency.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Generally, issues with regards to retention and success rates are addressed by our Administration. Our Dean of Instruction monitors the changes to measure their success and adjust them accordingly.
3.10 How does the college determine student success in this discipline?	By analyzing the data of student retention and success rate.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Every program has challenges it must overcome. This program review process allows our department to identify those challenges and then create a plan to quell those challenges. Our department will continue monitoring and developing new strategies to better serve our student body.
List any barriers encountered while implementing the discipline.	
At times it is difficult to recruit talented instructors, especially at the adjunct level for some of our disciplines.	

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Arts				
Course Title	Art 103				
Course Description	Appreciation of art works taken from all cultures and periods. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019

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Number of Students Enrolled	763	723	587	522	480
Credit Hours Produced	2343	2181	1788	1599	1482
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73%	78%	71%	66%	69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 900				
How does the data support the course goals? Elaborate.	The data shows that over the years the course presented a 71.4 % success rate suggesting that instructional strategies met students' needs and learning outcomes were mostly achieved. Nevertheless, the course should reevaluate whether and how to adapt the curriculum more efficiently based on students' strengths and weaknesses. After interpreting the data, the next step is to modify some strategies by pursuing additional individual instruction for students who are struggling with particular topics.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	During FY 2016 the eligibility requirement for Art 103 was updated to include eligibility for English 101 in order to register for this course. Within four years enrollment has greatly decreased. Although the data reflects a significant decrease in student enrollment, the number of Hispanic students taking the course is above 70% while black student enrollment has decreased over four years to below 20%.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.									
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.									
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.									
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.										
Academic Discipline Area	010-Arts									
Course Title	Art 115 & Art 116									
Course Description	Art 115: Basic principles of black and white photography. 35 mm cameras, exposure, development and printing processes, composition and presentation. Writing assignments, as appropriate to the discipline, are part of the course. Art 116: Advanced techniques in development and printing. Introduction to other formats. Writing assignments, as appropriate to the discipline, are part of the course.									
	Year 1 FY2015		Year 2 FY2016		Year 3 FY2017		Year 4 FY2018		Year 5 FY2019	
	115	116	115	116	115	116	115	116	115	116
Number of Students Enrolled	14	7	11	2	16	2	14	5	18	2
Credit Hours Produced	42	14	33	4	48	4	42	10	54	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71%	71%	82%	100%	63%	50%	86%	80%	67%	100%

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IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 submitted to Chicago State University on 9/4/2020 –awaiting response	Form 13 submitted to Northern Illinois University on 9/4/2020 –awaiting response	Form 13 submitted to Columbia University-Chicago on 9/4/2020 – awaiting response
How does the data support the course goals? Elaborate.	This course is built together to support the students wanting to explore the advanced techniques in photography.		
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.		
Were there identifiable gaps in the data? Please explain.	N/A		
Academic Course Review Results			
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college’s assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.		
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Academic Discipline Area	010-Arts				
Course Title	Art 130				
Course Description	Survey of African-American art over last 150 years; covers African-American crafts and sculpture during 19th Century; realistic painters of early 20th Century; cubistic and abstractionist influences on painting and sculpture; non-revolutionary artists such as Charles White, Henry O. Tanner, Aaron Douglas and Hughie Lee-Smith. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	N/A	N/A	N/A	N/A	11
Credit Hours Produced	N/A	N/A	N/A	N/A	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	N/A	45%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	F2 906D
How does the data support the course goals? Elaborate.	Not enough data.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will				

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Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.									
Performance and Equity										
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.										
Academic Discipline Area	010-Arts									
Course Title	Art 131-2 & Art 132									
Course Description	Art 131-2: Still-life, landscape and human figure; experimentation with various media. Writing assignments, as appropriate to the discipline, are part of the course. Art 132: This course builds on and refines the experiences of general drawing focusing on a variety of color media. Emphasis is on invention and formal concerns. Explorations into abstraction, non-objective, and fabricated image making are covered in this class. Course includes vocabulary development, critical analysis activities, and reference to historic models of drawing. Writing assignments, as appropriate to the discipline, are part of the course.									
	Year 1 FY2015		Year 2 FY2016		Year 3 FY2017		Year 4 FY2018		Year 5 FY2019	
	131	132	131	132	131	132	131	132	131	132
Number of Students Enrolled	40	4	23	8	26	8	29	3	25	3
Credit Hours Produced	120	12	69	24	78	24	87	9	75	9

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Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	75%	87%	75%	85%	62%	79%	100%	92%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Art 131 –signature date 9/8/2020 from University of Illinois-Chicago			Form 13 submitted to Northern Illinois University on 9/4/2020 –awaiting response			Form 13 submitted to Columbia University-Chicago on 9/4/2020 – awaiting response			
	Art 132 –signature date 9/4/2020 from Eastern Illinois University			Form 13 submitted to Northern Illinois University on 9/4/2020 –awaiting response			Form 13 submitted to Columbia University-Chicago on 9/4/2020 – awaiting response			
How does the data support the course goals? Elaborate.	This course is built together to support the students wanting to explore advanced drawing. The data shows an increase in students’ performance reflecting a positive change on instructional practices.									
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.									
Were there identifiable gaps in the data? Please explain.	Female students outnumber the number of male students enrolled in this course.									
Academic Course Review Results										
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college’s assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.									
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Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	042-Fine Arts				
Course Title	Fine Art 105				
Course Description	Survey of art from pre-historic to contemporary. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	24	N/A	N/A	N/A	N/A
Credit Hours Produced	72	N/A	N/A	N/A	N/A
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	N/A	N/A	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 900	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	N/A				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	Historically low enrollment, and administrative turnover affecting strategic scheduling decisions beyond department control—made it difficult to maintain and offer these courses on a regular basis.				
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Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The department will review the course syllabus, and make the recommendation for curriculum review or withdrawal of the course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	N/A				
Resources Needed	N/A				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	042-Fine Arts				
Course Title	Fine Art 107				
Course Description	Survey of art from pre-history through the 17 th century. Writing assignments, as appropriate to the discipline, the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	30	29	23	25	57
Credit Hours Produced	90	87	69	75	174
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	55%	61%	68%	62%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 901				

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How does the data support the course goals? Elaborate.	Drawing from the data, instructors need to determine whether to continue the instructional improvement in its current form or modify and extend the curriculum approach.
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.
Were there identifiable gaps in the data? Please explain.	Need to increase the success rate of the course. Over 65% year after year are Hispanic students. Black student enrollment has decreased over the years.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.
Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	042-Fine Arts
Course Title	Fine Art 108

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Course Description	Survey of art from the 18th century to the present. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	N/A	35	35	20	34
Credit Hours Produced	N/A	105	105	60	102
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	83%	66%	75%	53%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	F2 902			
How does the data support the course goals? Elaborate.	The data shows a fluctuation on student's success rate; there is a need to review existing structures and instructional practices.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	Female students outnumber the number of male students enrolled in this course.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.				

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Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	041-Humanities				
Course Title	Humanities 201				
Course Description	Introduction to the interdisciplinary study of arts and ideas, with emphasis on principles of analysis and interpretation. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	276	191	162	146	144
Credit Hours Produced	849	573	492	438	438
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	58%	60%	54%	56%	50%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	HF 900				
How does the data support the course goals? Elaborate.	Need to evaluate the data and improve the success rate of this course.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				

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Were there identifiable gaps in the data? Please explain.	The large enrollment decrease has made identifying gaps difficult.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	041-Humanities				
Course Title	Humanities 202				
Course Description	Continuing the interdisciplinary study of arts and ideas; with emphasis on principles of analysis and interpretations. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019

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Number of Students Enrolled	93	75	101	71	64
Credit Hours Produced	282	225	306	213	192
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	55%	57%	51%	58%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	HF 901				
How does the data support the course goals? Elaborate.	Need to evaluate the data and improve the success rate of this course.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	The large enrollment decrease has made identifying gaps difficult.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled				

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	and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	060-Music				
Course Title	Music 105				
Course Description	Class instruction in beginning piano techniques through study in small groups. Writing assignments, as appropriate to the discipline, are part of the course. 1 lecture and 2 lab hours per week.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	18	15	15	12	13
Credit Hours Produced	38	30	30	24	26
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74%	73%	60%	42%	85%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Music 105 – signature date 9/4/2020 from Eastern Illinois University		Music 105 – signature date 9/8/2020 from University of Illinois-Chicago		Form 13 submitted to Western Illinois University on 9/4/2020 –awaiting response
How does the data support the course goals? Elaborate.	The data shows a fluctuation on student’s success rate there is a need to review existing structures and instructional practices.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	060-Music				
Course Title	Music 121				
Course Description	Elements, structure, listening, literature, aesthetic perspective; concert attendance. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	358	333	305	170	135
Credit Hours Produced	1101	1008	948	519	408

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Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	62%	67%	59%	59%	63%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F1 900				
How does the data support the course goals? Elaborate.	Need to evaluate the data and determine the reason for the decrease in enrollment				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	The large enrollment decrease has made identifying gaps difficult.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.				

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implementing the modifications?					
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	060-Music				
Course Title	Music 124				
Course Description	Exploration of what has been happening in this century in American music; includes review of social conditions that have nourished these trends and discussion of folk, blues, jazz, country and western, rock, musical theater, and classical music. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	N/A	N/A	N/A	13	12
Credit Hours Produced	N/A	N/A	N/A	39	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	62%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	F1 904	
How does the data support the course goals? Elaborate.	Relatively new course for Daley College. Not enough data.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The				

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future based on this review with a timeline and/or anticipated dates.	department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is essential to track outcomes on student learning more efficiently using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16-week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above, and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	060-Music				
Course Title	Music 183				
Course Description	A study of representative music of the non-Western world, with an emphasis on its function within the culture of which it is a part. Elements, structure, listening, aesthetic perspectives; concert attendance. Students need no prior formal training or education in music to take this course. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	N/A	N/A	N/A	31	30
Credit Hours Produced	N/A	N/A	N/A	93	90

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Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	48%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	F1 903N	
How does the data support the course goals? Elaborate.	Relatively new course for Daley College. Not enough data.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is important to track outcomes on student learning more easily using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16 week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.				

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implementing the modifications?					
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	043-Philosophy				
Course Title	Philosophy 105				
Course Description	This course introduces students to methods of reasoning, inference and argument. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	76	84	44	54	48
Credit Hours Produced	228	252	132	162	144
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	74%	91%	81%	79%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 906				
How does the data support the course goals? Elaborate.	Need to evaluate the data				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level				

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	assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is important to track outcomes on student learning more easily using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16 week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	043-Philosophy				
Course Title	Philosophy 106				
Course Description	Introduction to philosophical methods of inquiry through analysis and evaluation of influential philosophical ideas. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	281	323	314	246	230
Credit Hours Produced	849	972	957	747	696
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	78%	81%	80%	75%

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IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 900	H4 900	H4 900	H4 900	H4 900
How does the data support the course goals? Elaborate.	Enrollment has seen a drop from year 2 due to an overall drop in enrollment. Success rates have seen a slight decrease.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	The number of black students enrolled in this course has decreased over the years. This is also in line with a decrease in black student population at Daley College.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is important to track outcomes on student learning more easily using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16 week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					

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Academic Discipline Area	043-Philosophy				
Course Title	Philosophy 107				
Course Description	Introduction to representative ethical systems; approaches to problems of values and conduct. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	170	162	177	209	171
Credit Hours Produced	513	486	537	636	519
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74%	86%	81%	80%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 904				
How does the data support the course goals? Elaborate.	The enrollment has kept steady. There was a slight increase in Year 4. Success rates will be evaluated as it has been declining since Year 2.				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	The number of black students enrolled in this course has decreased over the years. This is also in line with a decrease in black student population at Daley College.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on				

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Provide a brief summary of the review findings and a rationale for any future modifications.	assessment data. It is important to track outcomes on student learning more easily using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16 week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.				
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.				
Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	043-Philosophy				
Course Title	Philosophy 108				
Course Description	Introduction to major religious traditions, analyzing various conceptions of God, values, reason, and faith. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	70	67	58	49	30
Credit Hours Produced	210	201	174	147	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	94%	81%	69%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 905				
How does the data support the course goals? Elaborate.	There has been a drop in enrollment and a drop in the successful completion of the course. The department will need to evaluate the rate and determine if appropriate for this course.				

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What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.
Were there identifiable gaps in the data? Please explain.	The large enrollment decrease has made identifying gaps difficult.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is important to track outcomes on student learning more easily using a valid solution that generates a clear process for assessment across our college.
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16 week and online courses. Such information will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.
Performance and Equity	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	043-Philosophy
Course Title	Philosophy 216
Course Description	Introduction to the development of cognitive skills to evaluate claims and arguments in order to make sound judgments about beliefs and actions. Writing assignments, as appropriate to the discipline, are part of the course.

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	Year 1 FY2015	Year 2 FY2016	Year 3 FY2017	Year 4 FY2018	Year 5 FY2019
Number of Students Enrolled	37	30	35	33	35
Credit Hours Produced	111	90	105	99	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	77%	74%	82%	66%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H4 906				
How does the data support the course goals? Elaborate.	N/A				
What disaggregated data was reviewed?	Student participation based on ethnicity, gender and age.				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will continue our assessment of student learning outcomes in the department. One of the full-time instructors is serving on the college's assessment committee facilitating our plan of action. The department is committed to continue providing a steady assessment plan going forward. During fall 2020, the Arts, Humanities, and Foreign Language Department will advance piloting course-level assessments in Humanities and Fine Arts. Both full- and part-time instructors will be engaged in this endeavor. The courses that will be assessed over the two-year cycle (Fall 2020 through Fall 2022) are Art 131-132, Music 121, Humanities 202, and Philosophy 107.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that our department must continue working developing ways to systematically collect, analyze, and report on assessment data. It is important to track outcomes on student learning more easily using a valid solution that generates a clear process for assessment across our college.				
Resources Needed	The person in charge of Research and Planning in our college will explore the success rates and enrollment of 8-week courses compared to in-class 16 week and online courses. Such information				

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	will help improve how course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty, part-time faculty teaching the courses that will be assessed over the two-year cycle mentioned above and Department Chairperson are responsible for completing and implementing the modifications.

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.

College Name:	Richard J. Daley College
Academic Years Reviewed:	2015-2019
Review Area:	College Advising

Program Summary

Please provide a brief overview of the program or service being evaluated.

At Richard J. Daley College's (referred as Daley throughout document) Office of Advising and Transition, College Advisors are available to assist students at every stage of a student's education at Daley College from admissions to graduation. Some of our services include, but are not limited to:

- Support for students struggling in their current classes
- Assistance for students in exploring their education or career goals and options
- Guidance on how to develop an academic plan
- Advising and Planning for transfer to a 4-year institution.

The Office of Advising Services has implemented many high-impact practices with the goal of improving student success and completion rates. Advisors are highly trained and educated where 73% hold at least a Master's degree or above.

Tinto (1987) indicates that the factors in students dropping or 'stopping' out include academic difficulty, adjustment problems, lack of clear academic and career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation. Advisors play a pivotal role in developing strategies to assist students who are in danger of unsuccessfully completing courses.

One of the primary functions of the advisor is to assist each student in choosing a pathway towards earning a certificate or degree. The advisor applies a holistic paradigm by considering factors such as work and family commitments, non-academic pursuits, and plans to transfer to a four-year institution. The education plan allows the student to identify degree requirements clearly and select courses that best meet his/her academic goals.

Prior Review Update

Describe any improvements or modifications made since the last review.

To improve the functions of Advising, in February 2018 City Colleges of Chicago (CCC), hired an Associate Vice Chancellor of Advising and Student Success. This role was charged with reviewing and redefining the role of advising at CCC. Over the past two years, the advising team at Daley have participated in strategic conversations on how to reframe the practices within the advising offices to ensure collaborative and holistic services are being implemented.

The advising function has been refocused, upgraded in its professionalism, and is much more proactive and intentional. Advisors are expected to proactively reach out to their assigned students, monitor the performance of their assigned students, and get to know and form relationships with their assigned students

The Office of Advising Services recognizes that there are areas that need improvement. Most notably, advisors are finding a growing interest in students seeking out advising. While this is a great thing, it requires advisors to explore different ways of engaging students. Ways that will lead to empowering students to be equipped for their academic journey, as well as redefine the role of the advisor to a more supportive capacity. It is essential for the institution to embolden the student as a self-aware, competent, and adaptable individual who recognizes his or her strengths, values, interests, purpose, and passion. This holistic approach to defining student success fosters improved outcomes.

Although, advisors provide aggressive outreach to students through e-mail, phone calls, text and classroom visits, many students heavily depend on their advisor to provide them more intrusive and at times dependent support. As a result, Daley College and specifically the Office of Advising Services is adopting a new advising practice and model, Academic Coaching. Academic coaching forms an empowering partnership between student and advisor. The coaching model supports a proactive and cohesive approach to integrating the work of staff and faculty to promote holistic student success. Coaching takes place in regular student/advisor interactions, carried out through multiple channels, with defined goals and responsibilities at each stage for both advisor and student.

Coaching implementation launched in summer of 2020. With the coaching model, we will review and adjust our advisor to student ratio, which is about 1 advisor to 440 credit students. We will be building in the concept of population health management into our practices. With population health management the Office of Advising Services will:

- Analyze data to identify patterns in student persistence
- Create cohorts of current and new students based on patterns
- Develop relevant engagement and support campaigns for cohorts
- Facilitate campus-wide integration and collaboration for holistic support for all students.

Implementing this structure will significantly influence the lives of our students and enhance our practices.

CCC is currently working on an upgrade from Grades First to Navigate. This system is the tracking/record keeping portal for advising. This system will allow for streamlined referrals, enhance data storage, improved faculty engagement with students who are at risk, and create stronger holistic supports for students. This upgrade includes several enhancements for students, staff and faculty. One area of significant improvement to this system is the functionality of note keeping. In the past, there was limited structure in the notes system. The upgrade will have built out customization allowing for more template type reporting, thereby decreasing advisor reporting time after an appointment. This has been an extremely time-consuming responsibility of the College Advisors. The enhancements to Navigate will allow advisors to allocate time to provide meaningful interventions and referrals across camp

What are the program/service strengths?

1. The advisors participate in two large-scale professional development events hosted by the City Colleges of Chicago district office annually. These development events allow staff to serve as presenters and participants. The professional development topic events aid college advisors in enhancing their skill set on how to serve students in a more holistic manner.

2. Financial Aid Collaboration

In spring 2018, Daley reorganized campus departments to align practices with an efficient and student service-oriented perspective. This reorganization resulted in the shift of financial aid to Student Services. With advising and financial aid led by the Dean of Student Services, the institution implemented the *Pod Model*. The *Pod Model* implemented a partnership between two key offices that influence student retention. The structure implemented was to provide an opportunity to not only refer students between offices, but to aid students in developing achievable goals. This will allow students to be academically and financially compliant. With the *Pod Model*, the financial aid officers and college advisors received a shared caseload. Therefore, if a student is facing any financial or academic challenges, they have an assigned advisor and financial officer to aid them to navigate any land mines that would prevent their success. Furthermore, with the model, the co-location of the offices occurred. This has allowed for an ease of transition and support from one department to the next.

- In February 2019, at both the district level and campus level the Office of Advising Services and Financial Aid developed and implemented the Academic Improvement Plan (AIP), for students who had Satisfactory Academic Progress (SAP) holds, which led to their financial aid suspension. Following students' completion of the appeal process, financial aid sends a report to advising, and the advisors set up appointment with students to complete an academic plan. The AIP is a personal action plan developed by students in collaboration with their advisor. It is designed to assist the student in identifying key resources, developing skills, and utilizing strategies that will

help improve the student's performance. The AIP includes:

- An individual advising meeting. During this meeting, the student works with their advisor to determine factors that contributed to the student's academic standing and those academic areas that require more focus.
- Referrals to workshops: These workshops are held each semester and include topics such as time management, note-taking strategies, college-reading strategies, and test-taking tips.
- Access to tutoring: Students identified as "at-risk" are encouraged to meet with tutors weekly, as appropriate.
- Additional referrals to other support services: Students may be referred to individual advising appointments, the Wellness Center, the Transfer Center, or Career Center.

In preparation for the AIP appointment, students are asked to complete a self-assessment form. This form prompts the student to identify obstacles and barriers negatively affecting their academic success. The advisor uses the self-assessment form as the starting point for discussion with the student in developing their AIP.

In the AIP appointment, an advisor reassures a student that their goals can be achieved and the tools and resources they need to be successful are accessible. Furthermore, the AIP empowers the student to regain their footing on how to balance the various priorities both on campus and in their personal lives.

3. Retention and Completion

Advising is critical component to the success of students during their time in college. Whether it is for academic or personal items, advisors help students set goals and develop their best path forward.

There are multiple factors that contribute to student retention, items that are influenced by the institution, while others are not. During FY15-19, Daley has seen advising play a key role within retention. Over the past few years, the number of students receiving advising has fluctuated. Table 2 illustrates students who received

advising were retained at a higher rate than students who did not see an advisor.

In August 2019, CCC launched the Intake Snapshot questionnaire. This questionnaire was designed to allow us to meet students where they are. When we have insight into the contexts that affect our students' learning and growth, we can provide relevant, supportive, and effective advising. This Snapshot is an effort to add a bit of detail and depth to our knowledge of where students are, when they schedule an advising appointment. The questions ask about life beyond college a how students feel about college at this particular moment. The Snapshot covers three broad categories: Life Details, CCC Navigation, and Non-cognitive Perspectives. Advisors can use students' Snapshot answers, integrated with their transcript, placement test scores, application, and degree audit, to have more details about where the student is and where they want to go.

Since the survey's launch, nearly 360 (9%) credential-seeking students voluntarily completed the snapshot from August to February. It is the institution's intent to utilize this information to understand how to better support students in meeting their academic and personal goals. Being able to understand students holistically will aid advisors in implementing strategies, which could lead to higher retention and completion rates

<p>Based on the review, what are the identified challenges of the program or service?</p>	<ol style="list-style-type: none"> 1. <u>Staffing:</u> Over the past five years, the number of advisors employed has declined by 45%. In 2015, Daley had 20 full-time advisors; currently Daley 11 full-time advisors (9 at our main campus and 2 at our satellite campus- Arturo Velasquez Institute. 2. <u>Retention and Completion:</u> Advisors work diligently on conducting outreach campaigns to include, but not limited to early alerts, completion activities, registration, and satisfactory academic progress. The number of appointments conducted by advisors for FY2015-2019 has declined. This is due to the changes in staffing levels among the advising team. As stated above the advising team has decreased from 20 to 11 in the past five years. However, despite the staffing levels, with emails, text messages, phone calls, and zoom meetings, the Daley Advising team has been proactive in connecting with students throughout the academic year. Table 1 with appointment data. Please note the table does not capture all touches comprehensively, only actual appointments.
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>Please see Table 3</p>

Table 1

	FY2015	FY2016	FY2017	FY2018	FY2019	Grand Total
# of Appointments	12481	11046	11491	11206	9910	56134

Table 2

Retained Fall to Spring

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	2015	2016	2017	2018	2019	Grand Total
No Advising	35.81%	35.93%	37.97%	39.84%	44.62%	38.76%
Not Retained	62.38%	70.42%	68.24%	65.99%	60.71%	65.36%
Retained	37.62%	29.58%	31.76%	34.01%	39.29%	34.64%
Advising	64.19%	64.07%	62.03%	60.16%	55.38%	61.24%
Not Retained	25.69%	31.23%	30.54%	32.05%	31.28%	30.03%
Retained	74.31%	68.77%	69.46%	67.95%	68.72%	69.97%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3

Action Steps	Goal	Intermediate Steps	Start Date	Due Date
Train Office of Advising and Transition on Coaching Model	Improve techniques in providing advising that empowers student ownership of their academic journey	<p>Refresher on case load management strategies</p> <p>Create innovative ways to engage students remotely</p> <p>Develop some standardized practices related to advising reports/notes in Navigate</p>	September 2020	May 2021
Review the advising caseload structure	To redefine caseload assignments in order to deliver intentional, efficient, and effective service	<p>Clean up outdated caseload information and advising assignment in CS9</p> <p>Determine any new special population targeting needs</p>	October 2020	May 2021
Develop additional cross-department collaboration	Increase outreach to other departments in a more intentional way, to help provide holistic support to students	Implement “Chat with the Chairs”- 30 min sessions with each department chair regarding program overview and updates	September 2020	December 2020

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		<p>Conduct classroom visits/presentations</p> <p>Establish programming goals with other student development departments</p>		
Enhance the utilization of data in practice	To create interventions that are connected to intended outcomes and metrics	<p>Establish regular queries that the team will review</p> <p>Providing strategies on how to interpret data</p> <p>Create standardized practices for team to read and interpret data</p>	October 2020	May 2021
Provide professional development of advising staff	To increase the # of professional development opportunities in house for team	<p>Send staff various complimentary/paid webinar opportunities</p> <p>Encourage participation in campus/district committees</p>	Ongoing	Ongoing

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.	
College Name:	Richard J. Daley College
Academic Years Reviewed:	2014-2019
Review Area:	Disability Access Center
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The Disability Access Center (DAC) at Richard J. Daley College exists to ensure equal accessibility to students with documented disabilities. Richard J. Daley’s DAC works directly with students and in coordination with faculty, staff, and administrators to create individual student accommodation plans that remove physical and attitudinal barriers and supports equal educational access for students with disabilities. The DAC aims to engage with current disability related scholarship, current technology, and community resources to move beyond compliance and move towards a model of best practices in accessibility services. Finally, Daley College endeavors to encourage and support our students with disabilities so they can achieve their current and future goals, academic and otherwise.</p> <ul style="list-style-type: none"> • Ensure compliance with ADA and Section 504 of the Rehabilitation Act • Facilitate accommodations for students based on documented disabilities, accounting for student preference and minimizing burden to students • Maintain confidentiality of student records • Advocate for student access while encouraging and fostering student self-advocacy • Provide services and adaptive technologies and prepare students to be comfortable using these services and technologies • Coordinate with other departments to ensure compliance and support integrated access • Provide extra-scholastic resources and opportunities for students with disabilities, such as scholarship information, workshops, and employment/housing/legal referrals.

Prior Review Update

Describe any improvements or modifications made since the last review.

In the past five years, Richard J. Daley College's Disability Access Center has seen a steady increase in enrollment and retention of students with disabilities. This increase has mirrored the number of students receiving accommodations and utilizing DAC services. DAC has improved communication and has created a collaborative environment with essential departments at the college, including Advising, Admission, Tutoring and Instruction. DAC has moved beyond the transactional model, and moved toward a more student development model, a model that has seen the advancement of the success of our students with disabilities.

DAC works in conjunction with deans and professors to ensure all course material, content, and events, both on and off campus, are accessible for all students. Instructors are an essential part of implementing classroom accommodations. DAC and professors will continue to work together and develop a collaborative environment which is equal and accessible to all students. The DAC also assists students in connecting to other departments, including Daley's Tutoring Center, Wellness Center, and Advising office, so they can be successful in the classroom and beyond. The DAC has also committed to creating a culture of awareness by providing workshops and trainings including our Disability Awareness outreach for students, staff, and faculty.

Since 2015, Daley College's Disability Access Center has registered an average of 118 students per academic year. This number has remained consistent since the last review, but the types of accommodations have changed in the ways that they are delivered. These new types of accommodations involve the use of new technologies such as Zoom Meeting, Skype, Read to Write Gold, and other assistive platforms. Daley's DAC experienced a change in leadership in February of this year and the new DAC Director has initiated several improvements and modifications to better meet the changing needs of our students.

- DAC has created a new and more efficient process for student intakes and requests for accommodations beginning in March of this year. This was accomplished by converting all student forms into fillable and editable

PDFs that could be accessed totally online. These new converted forms not only made the intake process more efficient, it also guaranteed that all students could access these forms even if they could not physically visit our office. Given the current crisis, this new process has ensured that all eligible students can receive their accommodations in this remote learning environment. This new protocol also had the effect of removing timely steps for new and returning students requesting semester accommodations.

- DAC has also expanded on professional development opportunities for DAC staff by initiating monthly webinar trainings that cover topics like assisting students with autism in a remote learning environment. DAC has also initiated weekly Zoom training sessions in which staff learn how to better provide services for our visually impaired students, and students with limited mobility. These two initiatives began in March of this year.

- DAC has taken steps to increase the awareness about DAC services and serving students with disabilities. This was achieved by increasing the number of classroom and virtual classroom visits in which DAC staff members outline all the services that we provide. These great strides in creating an active presence at our campus has also been achieved by increasing the number of one-on-one conferences with faculty and staff.

- Another modification made was to secure all personal information, related to DAC students, in locked cabinets. Only the Director of DAC has access to these files. Additionally, DAC has ensured that all online forms and virtual intakes have been encrypted with the help of our IT department. This new protocol of securing personal information has ensured that we adhere to all FERPA mandates. This important modification was made in March of this year (2020).

What are the program/service strengths?

- One of the strengths of Daley's DAC is that of its committed staff. 85% of our staff has been with Daley's DAC for more than 3 years. Together, the DAC staff has a combined 23 years of experience working with students with disabilities. This is vital because it helps DAC reach its goal of providing a comfortable and welcoming environment to our students.
- DAC has developed and will continue to provide workshops to all campus departments including, Advising, Financial Aid, Tutoring, adjunct faculty, and adult educators. DAC has initiated plans to offer these programs to our satellite campus as well.
- DAC also continues to offer additional support to students and staff by hosting a Disability Resource Fair. The Resource Fair highlights the services available on campus as well as bringing in outside organizations offering resources for our students with disabilities. Additionally, DAC will continue its presence during Faculty Development Week.
- The department has also begun discussions to organize sessions with advisors, sign language interpreters and DAC staff to eliminate registration barriers for deaf, hard of hearing students and those students who suffer from anxiety disorders.
- Throughout this academic year DAC has offered student technology training, provided DAC classroom visits to both credit and adult education classes to bring awareness to the DAC department and the vital services we provide.
- DAC has also initiated collaborative events with the Directors of Career Planning and Placement, Continuing Education, and with One Million Degrees. Some of these events were paused because of the current situation, but DAC is working on ways to deliver these programs remotely
- DAC has also increased outreach to area high schools by having representation at their Diverse Learners Fairs, High School Career Fairs, and attending IEP/504 planning meetings. The DAC also collaborates with the MOPD and ODLSS (Mayor's office for People with Disability and

	<p>Office of Diverse Learners Supports and Services) in efforts to bring awareness to programming, services, and employment opportunities to Daley's DAC students. By supporting our students with disabilities, we have seen many success stories at Daley College. Please read the story in the link below to hear about one student's success at Daley as a DAC student: https://www.youtube.com/watch?v=ufOSB1RCB-E&feature=youtu.be</p> <ul style="list-style-type: none">• Daley administration is also committed to fostering a culture of learning and growth for their employees. DAC Director is supported and encouraged to attend professional development opportunities such as the training put together by the Autism Training and Technical Assistance Project. Having the support of our administration gives DAC the ability to tap into these outside resources and bring current knowledge and resources to our campus. In the end, this helps to facilitate our goal of better serving our students with disabilities.
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Based on the review, what are the identified challenges of the program or service?

- A current challenge of Richard J. Daley's DAC is the lack of a proper software system that would allow DAC to centralize student data. Besides the newly created fillable and editable online forms, most forms are still paper based. Paper based forms include those relating to equipment checked-out by students, sign-language interpreter (SLI) requests, and testing accommodations requests for both student and professors.

- The lack of a streamlined testing system is also cumbersome for students and professors trying to schedule accommodated testing. The processes for students utilizing DAC testing involves several steps and involves several individuals, including faculty, students, DAC staff, Sign language Interpreters, and the Testing Department staff. Coordinating these steps with several individuals leads to confusion and can feel like a burden on all. DAC must make certain that this does not lead to students feeling like their testing accommodations are not accessible. Implementing an online testing system would allow DAC to better serve our students and faculty by making all forms and requests accessible. This would help to create a more organized and workable system. DAC is currently working on implementing a centralized testing platform that will help to guarantee this aim.

- Another challenge is the need for a designated testing space for DAC. Often when students and faculty request testing accommodations, DAC must reserve a specified room or space that is not being occupied. This often delays the administration of exams. Having a dedicated testing area for DAC students and faculty would also provide a distraction reduced environment for those students who require this accommodation. While DAC currently has 7 computers in their office, not all of them are equipped with the necessary assistive and adaptive programs that some DAC students need. Having computers with these technologies in our DAC office also creates a positive learning environment for those students who may feel anxious or nervous using these programs. Having a designated testing space for DAC would ensure that a staff member of DAC would always be available to assist students navigate our assistive and adaptive technologies. The major obstacle to implementing these technology related protocols is software licensing. Licensing for many of these software programs can be

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	<p>cost prohibitive, but Daley DAC has been working with our sister campuses in the hopes that we could possibly share licensing rights amongst campuses. This would reduce the cost of these licensing fees while granting access to more assistive technologies for our students.</p>
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Intended Action Steps

Please identify strategies or actions steps based on the challenges listed.

The DAC continues to work to ensure equal access to all courses, campus events and programming. To increase enrollment, success in the classroom and retention rates for our students, DAC has undertaken these action steps:

- In the past five years, Daley College’s Disability Access Center has seen an increase in the demand for assistive technologies to be integrated into all learning platforms. To keep pace with these new demands, DAC has undertaken steps to begin training seminars for several new assistive technology platforms. This initiative helps to fulfill the goal of creating a learning environment that is equally accessible to all we serve. The first training seminar is expected in January 2021.
- DAC will improve its communication and collaboration with all departments at the college including Advising, Admissions, Tutoring and Instruction to advance the success of our students with disabilities. To this end, DAC is working on “Open House” events for each department every semester which will allow faculty and staff to learn more about the resources that DAC can offer. DAC will also develop more informational sessions for Deans, department heads and professors to ensure that all course materials, communications, and events, both on and off campus, are accessible for all students. The first of these “Open Houses” is expected to run in the Spring of 2021.
- Testing is one of the most common accommodations requested by students and faculty. As such, DAC has undertaken initial steps to create a universal testing platform (Sign Up Genius) that will allow faculty, DAC staff, and students a much more efficient way in provide testing accommodations.
- DAC also assists students in connecting to other vital departments on our campus. DAC has begun conversations with various departments about co-sponsoring several events in the hopes that these shared events can create a culture of inclusion and equity across the entire Daley community. The first of these co-sponsored events should occur in late Fall 2020.

- DAC has also committed to creating a culture of awareness by removing physical and attitudinal barriers that ensures integrated educational access for students with disabilities. DAC has begun work on creating a “pop-up” art gallery in our office which will showcase the artwork of our students. The hope is that these exhibits will help to reduce those attitudinal barriers that often create biases against our students. The first exhibit was displayed several weeks before we went remote.

- DAC Director is currently enrolled in the ADA Coordinator Certification program to gain continued insight regarding how our campus and facilities can allow better access for people with disabilities. This certification should be completed by 2022, depending on course offerings.

- DAC will be acquiring new and updated assistive software programs, such as Kurzweil and Read & Write Gold. The purchase of Read & Write Gold was purchased by the DO for all seven DAC campuses. The purchase order for Kurzweil has been submitted to the DO Specialized Student Manager.

- DAC Director is slated to attend two professional development seminars in the Spring of 2021. These seminars are on topics that relate to disability and higher education. DAC will bring the knowledge gained from these seminars to all faculty and staff at Daley. DAC has already conducted a professional development session for Daley Tutors and has several other professional development seminars set for late Fall 2020.

DAC offices district-wide are considering purchasing the Association on Higher Education and Disability (AHEAD) Webinar subscription to stay on the forefront on ADA topics as it relates to higher education.

- DAC will continue to work on ways to streamline the process for student intakes, requests for accommodation, and notifications to instructors through a web-based system/online portal such as Accommodate Simplicity. The proposal for the Accommodate Simplicity has been submitted to the DAC Director’s District supervisor. This

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	<p>is currently under review for purchase for the 2020-2021 fiscal year.</p>
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Student and Academic Support Services	
The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Richard J. Daley College
Academic Years Reviewed:	2015-2019
Review Area:	Library
Program Summary Please provide a brief overview of the program or service being evaluated.	<ol style="list-style-type: none">1. Support learning, instruction, personal and professional development of the college community, through the access to print and electronic resources2. Enhance students' learning experiences by teaching students how to access, evaluate, and use information ethically to meet their research needs and to equip them with lifelong learning and critical thinking skills3. Create a library environment that is welcoming and conducive to learning

Prior Review Update

Describe any improvements or modifications made since the last review.

1. The library added a MakerSpace with 3D Printers, Cricut machines, and a green screen for video editing. These additions directly support our college's Center of Excellence, Engineering and Manufacturing.
2. The library added a seed library to support our horticulture program. There is a specialized collection of information to accompany the seed library.
3. The library added an embedded instruction option for professors whose classes would benefit from a personal librarian. These embedded instruction sessions take place multiple times throughout the semester with the same librarian for the class, each instruction session with a different topic. This helps increase students' familiarity and comfort with librarians and gives students small chunks of skill instruction over a shorter session rather than one long session to try to teach students everything all at once.
4. The librarians created instructional videos to share with online courses so that those students would not miss the opportunity for library instruction, such as "The Evaluation of Information" or "MLA citations." These additions occurred before the COVID-19 pandemic, so the library was fully prepared to support students remotely.
5. Since the pandemic, the library has added live instruction via Zoom for classes. The library also added a chat function so that students can access librarians remotely and ask questions.

What are the program/service strengths?

1. Instruction is a strong focus for librarians. With three different modalities of instruction (one-shot instruction, embedded instruction, video instruction), librarians strive to reach all students to provide them with information literacy skills. Instruction objectives are to teach students how to find information, how to evaluate information, and how to use information ethically.
2. The library's online and physical collections are another strength. Students have access to over 75 databases at the City Colleges of Chicago, and these resources provide peer-reviewed articles and research to further students' learning. In addition, Daley College Library owns over 60,000 monographs that are available for students to check out. Continual weeding and growing the collection is constantly occurring, with a focus on our Center of Excellence, Manufacturing and Engineering. Besides the books available at the Daley library, students can borrow books from any of the CCC libraries, as well as from our InterLibrary Loan partners, I-Share and WorldShare. We strive to make sure we can find and provide information on any subject to Daley students.
3. The Makerspace is a new strength that allows students to both see the library in a new light, and to create projects that further their manufacturing and engineering skills. Students think critically while learning how to operate new tools and create new objects, while discovering that there is more to our academic library than books and articles.
4. Embedded librarians within the classroom. Thus far, Daley has eight embedded librarians per semester. Embedded librarians are librarians that visit classes multiple times throughout the semester for shorter instruction. Each session focuses on one particular skill. This allows students to concentrate on one information literacy skill at a time, before stacking the next information literacy skill into their educational repertoire.
5. Librarian-led classroom instruction sessions for approximately 2100 students each semester (70 sessions averaging 30 students per class). These instruction sessions teach students information literacy skills to help them find information,

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	evaluate information, and use information ethically in their research endeavors.
Based on the review, what are the identified challenges of the program or service?	<ol style="list-style-type: none">1. Marketing and promoting the library's services is a challenge for the library. The library is working with faculty members to help promote the unique services the library offers.2. Noise levels during busy hours can get high and it is a challenge to keep noise reasonable while trying to make all students feel comfortable and welcome in the library.3. Customer Service in the library can always be improved. We believe that the better service students receive in the library, the more often students will return to the library, which, in turn, can result in higher student success.

Intended Action Steps

Please identify strategies or actions steps based on the challenges listed.

1. Improve marketing and promotion of library services by increasing number of instruction sessions. We are aiming for a 10% increase of instructional service over the next academic year. To increase awareness of the library, staff is working with faculty members to help promote the unique services the library offers. The librarian presents at Faculty meetings, such as Department Chair meetings or Faculty Development Week, to highlight the library's programs to other professors. In addition, emails are sent out to students and staff with information about how to use the library or events taking place. Signage and colorful graphics are used in print form and also on digital screens to market library services.
2. Increase number of embedded instruction sessions by 20% over the next academic year.
3. Increase marketing of library services by creating digital promotional documents that can be displayed throughout the college on screens over next academic year, or when the college is fully reopened and students are back on campus.
4. Offer earplugs to students if it gets too loud, and separate part of the library for louder group study and separate a different part of the library for quieter study, starting as soon as library reopens.
5. Continue to work on further training of best practices for customer service. The library will partner with the college's Wellness Center for training each semester about how to handle tough situations. The library will also use the American Library Association's customer service resources and WebJunction's free, online library customer service training. This will continue to occur every academic year, starting immediately.

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Career & Technical Education				
College Name:		Richard J. Daley College		
Academic Years Reviewed:		2015-2019		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Sustainable Urban Horticulture	Advanced Certificate	31	01.0608	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<p>Program Objectives What are the overarching objectives/goals of the program?</p>		<p>The Advanced Certificate program in Sustainable Urban Horticulture is designed to prepare Chicago residents for jobs in the urban agriculture and green horticulture industries. The program began provisionally in 2009 and represents a partnership between Richard J. Daley College and the Chicago Botanic Garden. The Advanced Certificate in Sustainable Urban Horticulture requires students to complete 31 credit hours.</p> <p>Participants acquire hands-on experience with sustainable vegetable production and learn essential business skills, including planning, pricing, sales, and marketing. Students receive six months of hands-on instruction in greenhouse and outdoor growing practices, followed by a three-month paid internship. The program content is delivered by lecturers from the Chicago Botanic Garden.</p> <p>Classroom sessions, conducted at Arturo Velasquez Institute, include basic horticulture, propagation in greenhouse environments, integrated pest management, soil fertility, small farm business planning, produce harvest and marketing techniques. These programs provide students with the technical skills of urban sustainable horticulture/agriculture to Chicago residents; increased capacity of students completing the program to engage in the sustainable urban food system in Chicago; and introducing students to green job opportunities in the food system and beyond.</p>		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>		<p>1) Students learn technical skills through classroom/lecture participation, hands-on lab/farm work at multiple urban agriculture sites, and a 10-week paid work experience at one urban farm site.</p>		

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	<p>Students are evaluated via tests/quizzes, written work/projects (crop plan, Integrated Pest Management report, urban farm reports, etc.), and skills evaluations by their instructor and lab leaders</p> <p>2) Students achieve several certificates throughout their time in the apprenticeship program including Roots of Success certificate and Food Safety certificate. They also complete field trips and networking opportunities with leaders in the industry during their time in the program;</p> <p>3) Students spend time rotating between different lab opportunities that introduce them to various job opportunities, green jobs are introduced in Roots of Success curriculum, and students meet working professionals in the field who serve as mentors and guest lecturers.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>During the last review the College was in the process of developing a program of study for high school students that would also include an Associate in Applied Science degree in Horticulture that could be used for employment. Unfortunately, due to administrator turnover this action was not executed.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Cynthia Moreno, Associate Dean of Instruction, Richard J. Daley College Eliza Fournier, Program Director, Windy City Harvest Angela Mason, Associate Vice President, Community Engagement, and Senior Director, Windy City Harvest Paul Krysik, Instructor, Windy City Harvest/Richard J. Daley College</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>N/A</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	

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<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Participants are required to be eligible for enrollment in City Colleges (have high school diploma or GED) and complete a rigorous application process.</p>																																																																	
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">Prefix /#</th> <th style="width: 20%;">Course Title</th> <th style="width: 10%;">Credit Hours</th> <th style="width: 10%;">Lecture Hours</th> <th style="width: 10%;">Lab Hours</th> </tr> </thead> <tbody> <tr> <td rowspan="8" style="width: 15%; vertical-align: middle;">Career and Technical Education Courses (required coursework)</td> <td>0504/0136</td> <td>Basic Horticulture</td> <td>3</td> <td>1</td> <td></td> </tr> <tr> <td>0504/0137</td> <td>Managing Urban Green Space</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>0504/0138</td> <td>Horticultural Plant Science</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>0504/0139</td> <td>Urban Horticultural Floral</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>0504/0140</td> <td>Greenhouse Crop Production</td> <td>4</td> <td>2</td> <td>4</td> </tr> <tr> <td>0504/0141</td> <td>Soil Fertility Assessment</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>0504/0142</td> <td>Management of Plant and Animal Invasion</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>0504/0143</td> <td>Sustainable Farming Practices</td> <td>4</td> <td>2</td> <td>4</td> </tr> <tr> <td colspan="3">Total</td> <td>26</td> <td></td> <td></td> </tr> <tr> <td rowspan="2" style="width: 15%; vertical-align: middle;">Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)</td> <td>0504/0144</td> <td>Practicum /Internship</td> <td>5</td> <td></td> <td>10</td> </tr> <tr> <td colspan="3">Total</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table> <p style="padding-top: 10px;">It is necessary for the program to exceed 31CH to include the Practicum at 5 credit hours for students to successfully master the skills in horticulture.</p>		Prefix /#	Course Title	Credit Hours	Lecture Hours	Lab Hours	Career and Technical Education Courses (required coursework)	0504/0136	Basic Horticulture	3	1		0504/0137	Managing Urban Green Space	3	1	4	0504/0138	Horticultural Plant Science	3	1	4	0504/0139	Urban Horticultural Floral	3	1	4	0504/0140	Greenhouse Crop Production	4	2	4	0504/0141	Soil Fertility Assessment	3	1	4	0504/0142	Management of Plant and Animal Invasion	3	1	4	0504/0143	Sustainable Farming Practices	4	2	4	Total			26			Work-Based Learning Courses (internship, practicum, apprenticeship, etc.)	0504/0144	Practicum /Internship	5		10	Total			31		
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Indicator 1: Need	Response																																																																	

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<p>1.1 What is the labor market demand for the program?</p>	<p>Job Placement: Since 2015, the program has placed, on average, 75% of program completers into employment, with 63% of completers placed in related employment. The program has placed a total of 61 students into paid employment. Job placements have included the Chicago Botanic Garden’s Regenstein Fruit & Vegetable Garden, Big Delicious Planet restaurant, Resource Center’s City Farm operation, Growing Solutions Urban Farm, Heartland Alliance’s Farmworks, Growing Home, and Gary Comer Youth Center, as well as various Windy City Harvest production sites. The paid work experience is a critical part of the program model and allows Windy City Harvest to develop and strengthen working relationships with many local commercial and nonprofit operations that are part of the Chicago-area food hub.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Job growth within these fields is expected to increase 3% to 7% within the next 10 years.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>U.S. Bureau of Labor Statistics https://data.bls.gov/</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment comes from a variety of sources:</p> <ol style="list-style-type: none"> 1) From the current student body of CCC—through the course catalog; 2) Intentional recruitment from Chicago Botanic Garden/Windy City Harvest current participants in the Youth Farm and Harvest Corps programs (about 1/3 of the class). 3) Networking with program partners and industry membership groups (Advocates for Urban Agriculture, Chicago Food Policy Council) 4) Word of mouth from alumni currently working in the field
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Campus academic leadership and Chicago Botanic Garden/Windy City Harvest staff meet quarterly to discuss needs and changes to the program based on student feedback and institutional requirements.</p>

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>A. In 2019, review of program needs by review committee and campus academic leadership resulted in a restructuring of the program. The course sequence was updated to move the paid work experience to the end of the SUH program for the following reasons:</p> <ul style="list-style-type: none"> ○ to provide more diverse work experiences during the main growing season for all students; ○ to ensure robust skill sets for all students since some paid work placements are very specific to one set of skills/tasks; ○ to enable students to continue paid work with work placement if it is a good fit rather than to have to delay full-time employment to finish the program. <p>B. We also added classroom time to the fall semester to enable students to network and group problem solve issues that arise during the paid work experience. (A & B completed August 2019)</p> <p>C. Seek additional external funding sources to assist in programmatic growth.</p> <p>Continue to explore current certificate program for development into a degree program.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Faculty is funded through the Chicago Botanic Garden and facility costs are expensed through the general operating funds of the City Colleges of Chicago.</p>

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<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>N/A</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Students enrolled in the Advanced Certificate-Sustainable Urban Horticulture program have a total tuition cost of \$4,526. Students are urged to apply for Financial Aid by completing the FAFSA application or scholarships available through the City Colleges of Chicago. Students that do not qualify for student aid will pay out of pocket while enrolled in the program. The Chicago Botanic Garden also charges a materials fee of \$650/student on top of the CCC tuition to cover books, tools, and program fees. This fee is charged during the paid work experience of the program to make it more accessible (students have income) and waive the fee for students recruited through the Windy City Harvest program pipeline.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No action.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>

<p>3.1 What are the program's strengths?</p>	<ul style="list-style-type: none"> • The program stays up to date with best practices in sustainable urban agriculture through subscribing to and reading current print and online industry publications, networking in related associations and participating in related conferences. • The program provides a diverse student body with accessible class/lab materials and creates a community of practice within its cohort model. • The program has been operating for over a decade, and has placed alumni in most of the leading organizations in the industry in the area, creating an alumni network that is robust. • The program is run by a major cultural institution (the Chicago Botanic Garden) with access to resources to enhance programming and provide employment opportunities for alumni.
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • Prior to Spring 2018, the onboarding and registration operations of the program took place within the Continuing Education Department. During the Summer 2018 semester, the College's Academic Affairs team reinvigorated a relationship with Chicago Botanic Gardens to ensure academic standardization of lecture and lab hours as prescribed by our governing bodies. The program only admits 20 students per academic year, prohibiting other students from experiencing this program with such a high job placement rate. • The program is logistically spread out between many different sites which can make access to some lab days difficult for some participants.
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>The program uses a combination of traditional format/team-teaching, hands-on instruction and labs. The program uses student evaluation forms to receive student feedback on the efficacy of program delivery strategies.</p>

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<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>This is not a program that is part of a Program of Study. At this time, Daley College does not have the capacity to include this into the secondary/post-secondary program of study. The program is housed at Daley College, but is managed and run by a consortium agreement with the Chicago Botanical Gardens.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>This program does not meet the definition of a career pathway program. The Sustainable Urban Horticulture program is a unique program that is run in collaboration with the Chicago Botanical Gardens and has very specific admission and apprenticeship requirements. Further, due to limited greenhouse space for the apprenticeship, there is a very small number of students per cohort that can be admitted.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>While various desired outcomes can be cited for sustainable urban horticulture components, the single common thread of evidence of success lies in continued demand for partnerships from community organizations; for a trained workforce from aquaponics operations; for training from low-income urban agriculture enthusiasts; for summer jobs from youth; for access to fresh produce from WIC clients and low-income communities; and for organically grown fresh produce from Chicago businesses. The program has been tremendously successful in matching students to their desired track of employment. Because of this, the program enjoys a high retention and completion rate.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>N/A</p>

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

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<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>After four months of classroom and growing instruction, students are assigned to a 12-week paid work experience, starting the first week of August at a farm site where they get relevant experience and close supervision. Work experiences are carefully vetted and evaluated throughout the program, including regular site visits by instructor and program director. Fridays are a non-paid 6-hour class focused on professional development, field trips, and IPM management. The paid work experience is a critical part of the program model and allows Windy City Harvest to develop and strengthen working relationships with many local commercial and nonprofit operations that are part of the Chicago-area food hub.</p> <p>As the industry grows and evolves, the opportunities also improve (site quality, mentorship, etc.). One way we can improve them is by doing more mentor training prior to the work experience.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>N/A</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>

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<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The program has partnered with the USDA on several initiatives including funding from the Beginning Farmers and Ranchers Development program and the Gus Schumacher Nutrition Incentive Program. The program also partners with several healthcare institutions to help inform growing markets for urban agriculture products in prescription vegetable/produce programs. The program also partners closely with the Sustainable Agriculture Education Association to inform curriculum, the Wallace Center to help promote and advance collaborative approaches to food systems evolution, National Young Farmers Coalition for supplemental training and resources.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Staff receive professional development on technical skills as well as adult learning styles/strategies. Training on blended learning strategies would be helpful.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Technology and equipment for the program is up-to-date.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Tests/quizzes, skills assessments, final crop planning project, group projects throughout program</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Completion and retention rates are available and shared during quarterly meetings with Windy City Harvest team members.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>The program was restructured to include the integrated pest management, crop planning and urban farm reports in the first two semesters to help inform and prepare the students for their paid work experience. We moved the job readiness portion of the curriculum and site visits to other farms later in the curriculum as students prepare for post program employment.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Students report being satisfied with preparedness for employment</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Students complete evaluation on satisfaction with different programmatic elements.</p>

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<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers provide feedback on student preparedness, provide work-based learning opportunities, on-site lab/field trip opportunities and participate in feedback sessions with students/instructors.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>There currently exists no formal advisory committee. This could be improved by the creation of an advisory committee.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Employers are satisfied with the preparation of graduates, many stay employed in post-program placements for years.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>It is collected through employer interviews and networking opportunities.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>None.</p>

Adult Education and English as A Second Language	
College Name:	Richard J. Daley College
Academic Years Reviewed:	2015-2019
Review Summary	

Program Objectives

What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?

Our Vision: The City Colleges of Chicago Adult Education (AE) programs provide open access for learners from diverse backgrounds that deliver high quality education to prepare students to transition successfully into college, career pathways, the workforce and/or to meet personal goals as lifelong learners. In collaboration with community partners, the City Colleges of Chicago Adult Education program provides students with supporting services to meet their social, emotional and academic needs, leading to economic mobility.

The vision is actualized through providing adults with preparatory and developmental instruction in Adult Basic Education, Citizenship, English as a Second Language, High School Equivalency (HSE), and Career Bridge programs. The objectives of the Adult Education program are to help students matriculate through the National Reporting System/grade equivalence levels, attain a high school equivalency diploma, and achieve measurable skills gains (MSG) and/or transition to college credit. The objectives of our English As A Second Language (ESL) program are to meet our students' English language needs through CASAS assessments and levels and to successfully matriculate to achieving their educational goals.

Our quantitative goals are set by state and federal mandate, the Illinois Community College Board, and the City Colleges of Chicago. FY20 targets:

Adult Education Related KPIs for FY20	Floor	Reach
<i>Adult Education Enrollment - Unduplicated</i>	4,200	4,500
<i>Level Gains</i>	34.7%	46%

Our other areas of focus that we do not currently set KPI targets are for are HSE attainment, but this is rolled up into level gains. Additionally, we do not set targets for transitions into credit programs as we are evaluating the best methodology for tracking this metric.

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<p>To what extent are these objectives or goals being achieved?</p>	<table border="1" data-bbox="699 197 1430 464"> <thead> <tr> <th data-bbox="699 197 1094 247">Adult Education Related KPIs - FY19</th> <th data-bbox="1094 197 1214 247">Actuals</th> <th data-bbox="1214 197 1312 247">Target</th> <th data-bbox="1312 197 1430 247">% to Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 247 1094 298"><i>Adult Education Enrollment - Unduplicated</i></td> <td data-bbox="1094 247 1214 298"></td> <td data-bbox="1214 247 1312 298">4,200</td> <td data-bbox="1312 247 1430 298"></td> </tr> <tr> <td data-bbox="699 298 1094 327"><i>Level Gains</i></td> <td data-bbox="1094 298 1214 327"></td> <td data-bbox="1214 298 1312 327">34.7%</td> <td data-bbox="1312 298 1430 327"></td> </tr> <tr> <th data-bbox="699 327 1094 378">Adult Education Related KPIs – FY20</th> <th data-bbox="1094 327 1214 378">Actuals To Date</th> <th data-bbox="1214 327 1312 378">Target</th> <th data-bbox="1312 327 1430 378">% to Target</th> </tr> <tr> <td data-bbox="699 378 1094 428"><i>Adult Education Enrollment - Unduplicated</i></td> <td data-bbox="1094 378 1214 428"></td> <td data-bbox="1214 378 1312 428">4,200</td> <td data-bbox="1312 378 1430 428">90%</td> </tr> <tr> <td data-bbox="699 428 1094 464"><i>Level Gains</i></td> <td data-bbox="1094 428 1214 464"></td> <td data-bbox="1214 428 1312 464">34.7%</td> <td data-bbox="1312 428 1430 464">78%</td> </tr> </tbody> </table> <p data-bbox="699 506 1430 684">Daley College has improved its level gains and post-test rates in the past two years. Prior to Covid-19 AE at CCC was trending upwards from FY19 in terms of level gains and post-testing. At the end of the fall 2019 term CCC was performing above the AE averages in IL.</p> <p data-bbox="699 726 1430 829">Important to note that due to Covid-19 all testing and new student enrollment in Adult Education has been paused since March.</p>	Adult Education Related KPIs - FY19	Actuals	Target	% to Target	<i>Adult Education Enrollment - Unduplicated</i>		4,200		<i>Level Gains</i>		34.7%		Adult Education Related KPIs – FY20	Actuals To Date	Target	% to Target	<i>Adult Education Enrollment - Unduplicated</i>		4,200	90%	<i>Level Gains</i>		34.7%	78%
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<p>How does this program contribute to other fields and the mission of the college?</p>	<p data-bbox="699 842 1430 1125">Part of the college mission focuses on students achieving personal development and career advancement. In AE the quality education we provide and the emphasis we put on students transitioning into college credit programs demonstrates our commitment to the mission of the college. Specifically, the Adult Education Department’s Gateway and Career Bridge programs connect AE students to credit and career pathways.</p>																								
<p>How is the college working to help students transition into postsecondary education?</p>	<p data-bbox="699 1209 1430 1894">The AE department has two mechanisms to intentionally move students into postsecondary education. The first are the integrated education and training career bridge programs. These are offered in Child Development and Manufacturing. Students take adult education support classes while simultaneously taking their first credit classes. The result of these programs is that students are able to obtain stackable industry recognized credentials. The second opportunity is the Gateway scholarship. The Gateways scholarship is eligible to students who have completed or will complete one or more adult education classes, qualify for in-district tuition and have earned their high school equivalency or plan to in their first term. These students work with the transitions specialist to complete the online credit application, take the CCC Read-to-Write placement exam and take the ALEKS Math placement exam. The scholarship offers adult education the opportunity to take college courses with half-off tuition for four semesters.</p>																								

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Several District Office-led initiatives have been implemented with the aim of program improvement across all AE programs within CCC:</p> <ul style="list-style-type: none"> • New standardized ESL and HSE curricula to meet the Department of Education Federal and State of Illinois College and Career Readiness Standards (CCRS). This curriculum is more rigorous and ensures student exiting our programs are college and career ready. • Uniform 7 credit hour structure for all classes. This new structure ensures that all AE students receive targeted instruction with the goal of ensuring students' progress to the next NRS Level. This structure ensures that through adequate post-testing at 65% and above, students will advance grade levels and progress to exit readiness. • Implementation of pilot ESL Advanced Hybrid courses • Restructuring of Career Bridge programs, at Daley, specifically in Manufacturing and Early Childhood Education • Adult Educators have participated in CCRS and Standard Proficient Instructor Trainings offered by ICCB • Review of testing procedures and practices was conducted to try and maximize post-testing rates and level gains
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<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>
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Indicator 1: Need	Response
1.1 How does the college determine need for Adult Education services and programming?	Daley College has a high demand for ESL courses and HSE. Using census data and community relationships, Daley is able to determine needs of the community as well as the needs of student schedules for course scheduling through surveys of current students.

<p>1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p>	<p>The class schedules are based on the uniform 7 credit course model across Adult Education as well as student demand. We offer morning, evening and weekend classes. During the fall and spring term there are two points of entry for students. We also have an online HSE class option and have started offering hybrid ESL classes.</p> <p>Students' academic needs are met upon registration when each student is administered a pre-test with the state approved assessments (TABE 11/12 for HSE and CASAS for ESL) to determine student NRS Grade Level and class placement in Math, Reading, or ESL. Each AE course has a curriculum that has been aligned to each NRS Grade Level to ensure student advancement and success. The curriculum has been revised, updated and recognized by ICCB to meet state and federal Adult Education CCRS standards.</p>
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1.3 How will students be informed or recruited for this program?

- Online: AE services are promoted on the college website at ccc.edu.
- Marketing: Flyers and Social Media blasts- Adult Education is working closer with the District Marketing Team to promote Adult Education
- Community Engagement: AE Staff promote Adult Education services at internal college and external community events. Daley is overall focusing on educating the whole family in both Spanish and English so we be sure to include AE promotion in general college info and recruitment events as well.
- Word of Mouth. Student are encouraged to invite community members, family and friends to take advantage of our high-quality adult education services. This is how most students are recruited in Adult Ed
- Below is a detailed view of how AE students report they learn of the program:

ADED Referral Source Report: FY19 Unduplicated Students

referral source	Daley-FY19	Kennedy-King-FY19	Malcolm X-FY19	Olive-Harvey-FY19	Truman-FY19	Wright-FY19	Grand Total-FY19
ADED Instructor	185	80	116	54	300	183	918
Community Organization	309	50	100	53	142	220	874
Employer	29	5	11	9	20	40	114
Flyer or Poster	403	51	104	52	143	272	1,025
Friend or Relative	3,475	495	1,097	878	4,279	3,055	13,089
No Response	629	312	287	339	1,888	420	3,875
Other	579	397	474	277	815	602	3,144
Other Instructor	44	19	41	13	35	45	197
TV, Radio, Newspaper, Internet	379	187	280	98	350	377	1,651
WIA Office/One-Stop	111	30	48	33	66	102	390
Grand Total	6,143	1,806	2,558	1,808	8,038	5,328	28,277

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<p>1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.</p>	<p>Below is the enrollment for the last five years and the set KPI targets for enrollment for FY20-FY23.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Fiscal Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">Actual Enrollment</td> <td>FY17</td> <td>5,513</td> </tr> <tr> <td>FY18</td> <td>5,834</td> </tr> <tr> <td>FY19</td> <td>5,233</td> </tr> <tr> <td rowspan="4" style="text-align: center;">Projected Enrollment</td> <td>FY20</td> <td>4,200</td> </tr> <tr> <td>FY21</td> <td>4,436</td> </tr> <tr> <td>FY22</td> <td>4,664</td> </tr> <tr> <td>FY23</td> <td>4,757</td> </tr> </tbody> </table>		Fiscal Year	Enrollment	Actual Enrollment	FY17	5,513	FY18	5,834	FY19	5,233	Projected Enrollment	FY20	4,200	FY21	4,436	FY22	4,664	FY23	4,757
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<p>Indicator 2: Cost Effectiveness</p>	<p style="text-align: center;">Response</p>																			
<p>2.1 What are the costs associated with this program?</p>	<p>The majority of the budget for Adult Education is for salaries for Adult Educators hourly wages and staff. A small proportion of funding is also used for materials and supplies, travel and conference, student transportation passes, and expenses needed for an annual HSE recognition ceremony.</p> <p>The total budgeted cost is: Salaries \$2,751,611.70 Travel and Conference \$500.</p> <p>*FY21, supplies and materials budget; is managed through the District Office for all 7 colleges including its satellite campuses.</p> <p>Costs for credit class waivers, testing vouchers, and testing licenses are absorbed by the District Office AE budget.</p>																			
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?</p>	<p>Adult Education receives a credit hour reimbursement from ICCB. We use unrestricted and restricted grant funding; Federal Basic, State Performance, and State Basic. In FY20 we received additional grant funds from ICCB from the Innovative Bridge grant.</p>																			

<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.</p>	<p>Adult Education operates on approximately 30% grant funds and the remaining are unrestricted. If there was a need for a sustainability plan we would re-evaluate our class offerings and program staff. We also worked to maximize our credit hour reimbursement which should lead to an increase in ICCB funding.</p> <p>All colleges had an increase in credit hour production in Fall 2019 compared to Fall 2018 except for Olive-Harvey and Truman</p> <p>Fall 2018 v Fall 2019 Adult Education Credit Hour Production by Course College¹</p> <table border="1"> <thead> <tr> <th>College</th> <th>Fall 2018</th> <th>Fall 2019</th> <th>% Change</th> </tr> </thead> <tbody> <tr> <td>Daley</td> <td>25,718</td> <td>26,340</td> <td>+2%</td> </tr> <tr> <td>Kennedy-King</td> <td>5,885</td> <td>6,866</td> <td>+17%</td> </tr> <tr> <td>Malcolm X</td> <td>9,227</td> <td>10,858</td> <td>+18%</td> </tr> <tr> <td>Olive-Harvey</td> <td>5,658</td> <td>5,627</td> <td>-1%</td> </tr> <tr> <td>Truman</td> <td>32,588</td> <td>31,481</td> <td>-3%</td> </tr> <tr> <td>Wright</td> <td>20,422</td> <td>26,322</td> <td>+29%</td> </tr> </tbody> </table>	College	Fall 2018	Fall 2019	% Change	Daley	25,718	26,340	+2%	Kennedy-King	5,885	6,866	+17%	Malcolm X	9,227	10,858	+18%	Olive-Harvey	5,658	5,627	-1%	Truman	32,588	31,481	-3%	Wright	20,422	26,322	+29%
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<p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>Our curriculum is standardized across the CCC Adult Education District Office and approved by ICCB. In FY20 we had an Advanced Hybrid ESL class approved, For FY21 we had a High Intermediate Hybrid ESL class approved. These classes were half in person and half online. Continuing to expand on blended and hybrid learning courses could make the program more cost effective. We are also working closer with our WIOA partners and One Stop Center to look for additional funding opportunities for students to start and continue on their credit and career pathways.</p>																												
<p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>The program could benefit from additional staffing; an additional Adult Education manager and an additional Transition Specialist could be very beneficial. These were both positions lost to layoffs in the last 3 years.</p> <p>More resources are needed to support Adult Education students to transition into bridge and pre-apprenticeship programs. The AE students do not yet qualify for Federal Financial Aid and we serve a large population of undocumented students so more funding is needed.</p>																												
<p>Indicator 3: Quality</p>	<p>Response</p>																												

<p>3.1 What are the program's strengths?</p>	<ul style="list-style-type: none">• The people: Supportive and dedicated staff and educators that are mission driven• Accessibility: The program is highly accessible to student in the, offering a wide variety of class schedules and providing multiple on ramps and entry points so students who are interested in enrolling will always have an option that begins soon• Student support services: Adult Education students have access to all the same support services as any other Daley College student, including academic advisement, referrals, tutoring, testing, employment services, computer tutoring, the college library, and the Wellness Center• Diversity of the student body• Support of the College Leadership and District Office
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none">• Changes in funding patterns: Decreased funding create significant challenges to continuing to offer high-level services• Access to technology and class resources: There are insufficient funds to outfit all of our classrooms with standard educational technology• Lack of comprehensive recruiting plan: Most of our students find out about our program through word of mouth. It would benefit the program to have a robust recruitment plan to recruit new students• Retention and persistence: A portion of AE students fail to persist due to non-cognitive factors such as changes in childcare, employment schedules, or social economic factors• Space: Daley College has very limited class space available for expansion in class and bridge programming

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<p>3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?</p>	<p>Current course curricula are designed using the NRS levels and student learning outcomes from the Illinois Content Standards. Each session, instructors submit a syllabus for each class assignment, these syllabi outline the student learning outcomes that will be addressed in the class. Currently, with all classes being remote learning due to COVID19, instructors are submitting learner mastery model (LMM) forms for each class. These LMM's outline the student learning outcomes addressed in each class.</p>
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3.4 How does this program fit within the definition of a [career pathway program](#)? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.

The adult education program at Daley College uses labor market data to design sector-focused programs, such as Child Development and Manufacturing. There are industry recognized credentials that are stackable to align with the skill needs of industries in the economy; considering both the state and regional economies. Our manufacturing department has close ties with employer-led councils that inform programming. Preparation for the student to be successful in a full range of secondary or postsecondary education, including apprenticeships, are exemplified by lower NRS level courses being aligned to pathways. Each class a student enters builds on the skills of the previous class. Daley College employs a transitions specialist (TS) in the adult education department, this position is designed to support individuals in achieving the student's education and career goals. The TS meets with all classes at the High Intermediate level and higher to engage with each student and ensure they understand the pathways and options available at Daley and CCC as a whole. Through our Child Development and Manufacturing integrated education and training career bridge programs students are offered adult education and credit classes concurrently with and in the same context as workforce preparation activities and training for a specific occupation. Aside from these explicit pathways, Daley College offers adult education students the Gateway scholarship. This offers the student the opportunity to move into postsecondary education with a scholarship for half off tuition if the IET bridges are not in a career pathway that interests them. All adult education students have access to the Disability Access Coordinator, the wellness center, a food pantry, tutoring and the career services department in an effort to organize education, training, and other services to meet the particular needs of an individual to accelerate their educational and career advancement.

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<p>3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>We offer an online HSE course for High Intermediate and Advanced students and in FY20 piloted a hybrid ESL courses at the advanced level. For FY21, the hybrid ESL course at the high intermediate level was approved by ICCB.</p> <p>The bridge programs are not team taught, but they do involve adult educators and a credit faculty working together to teacher cohorts of students.</p> <p>In the last 4 weeks of the spring FY20 term all classes transferred to a virtual distance learning due to COVID-19. We will learn from this experience and consider how to continue to offer future blended learning options.</p>
<p>3.6 What innovation has been implemented or brought to this program?</p>	<p>The implementation of hybrid ESL courses has changed the way we are offering ESL classes.</p> <p>Our Career Bridge programs have all been revamped and now follow the Integrated Education Training (IET) model to include the preparation for students earning an industry recognized credential. At Daley we offer bridges in Manufacturing, and Early Childhood Education. We also are undergoing a formative assessment of the new bridge programs with two consultants, Dr. Bragg and Dr. Endel.</p> <p>As a part of the Corrective Action Plan, which was developed due to being put on probation by ICCB in FY19, several district initiatives have been rolled out to improve our program such as: new SLOs across all levels, updated post-testing practice, better attendance tracking, and strengthening the relationship between AE and Student Services to make for a more welcoming environment for AE students.</p>
<p>3.7 To what extent is the program integrated with other instructional programs and services?</p>	<p>The AE students have access to all the student services within the college. The department connects with credit programs through AE's Gateway and Career Bridge programs. Our Transition Specialist works with a dedicated team of College Advisors to serve the AE students transitioning into college classes. The AE Staff and Dean are on many committees and councils, such as Enrollment Committee, HLC Committee, Strategic Planning, and Executive Council, to be sure that AE is represented and integrated throughout the college.</p>

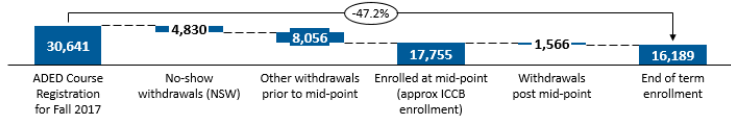
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<p>3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The department is linked through an MOU with the Near West American Job Center (NWAJC) and the Career Navigator operating from that location. The Career Navigator offers adult education programming to any client at the NWAJC who is seeking services from any of the other titles or core partners outlined under the Workforce Innovations and Opportunities Act (WIOA). Additionally, the program has partnerships with ICCB funded adult education providers on the southwest side to ensure students at CBO's and smaller programs have access to classes at higher NRS level classes, IET bridge programming and postsecondary education.</p>
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>AE District Office offers professional development to connect instructors with curriculum and best practices. There is a robust calendar that offers sessions offered by district curriculum leads, college administrators, college student services professional, adult educators and the Illinois Professional development networks. Some of our instructors are currently undergoing the Standards Proficient Instructor Training offered as part of ICCB's plan for Adult Education as well.</p> <p>Link to current calendar: https://cccedu.sharepoint.com/:b:/r/sites/adult-ed/instruction/PD%20Calendar/CCC%20Adult%20Ed%20Professional%20Development%20Calendar_2019-2020%20v2020.04.16.pdf?csf=1&web=1&e=fJ5kIm</p>

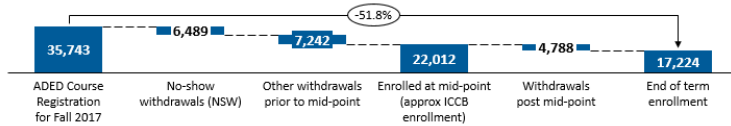
3.10 Please provide an analysis of retention and/or completion or performance goal achievement, for the program.

Working on students enrollment, retention, persistence, HSE attainment, NRS level gains, and transitioning into college are the main focus areas of Adult Education. **Adult Education within-term retention increased by almost 5 percentage points from Fall 2017 to Fall 2018**

Fall 2018 ADED duplicated course enrollment waterfall from registration to term end¹



Fall 2017 ADED duplicated course enrollment waterfall from registration to term end¹



¹For internal use only; these numbers are an approximation of ICCB enrollment reporting from OpenBook and will not match ICCB reports prepared by Chris Bensen. See appendix for data definitions and waterfalls by course college.

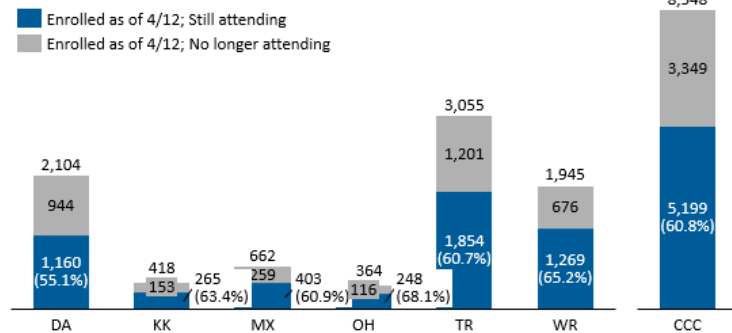
Source: OpenBook, Student Classes, Duplicated course enrollment / accessed 03/28/2019 / Further Questions, Contact: Brittany Kairis

Adult Education performance in terms of use of the Gateway Scholarship to transition into college credit is outlined below in section 3.9 and our level gains post-testing rates, and enrollment data are outlined below in section 3.10

The table below demonstrates how AE ended FY20 when we had to transition into an all distance learning format due to COVID.

As of 5/1, 61% of Adult Ed students enrolled as of 4/12 were still attending classes at a distance

SP2020 Retention Rates from prior to COVID-pause through 5/1/2020



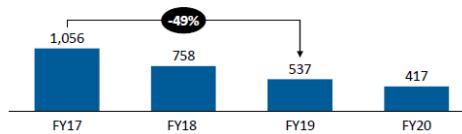
3.11 Are students completing the program and advancing to further postsecondary education? Please explain.

Students are completing Adult Education and exiting out of AE via the Career Bridge programs, by using the Gateway Scholarship, and on their own. We do not currently track if students are enrolling into other higher ed institutions outside of CCC. We have struggled with the best way to track students who are transitioning into credit programs, since some use Gateway and others do not.

We are not currently accepting new students in the Gateway program for Summer 2020 as we reevaluate and resign this program. This is being done due to a decline in Gateway use and since there have been many students that use Gateway to take one college credit class, but then they do not persistent and enroll in additional credit classes. Adult Education should be a feeder into credit, but there is still work, collaboration, and additional resources that are needed to support this ongoing effort.

Enrollment in Gateway has been declining, and half of students only one Gateway waiver

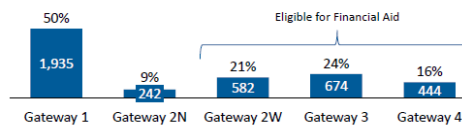
Total Gateway Scholars, by Fiscal Year



Takeaways

- The decline in Gateway enrollment exceeds overall CCC enrollment declines
- FY17 to FY19 decline in overall CCC FY enrollment:
 - Semester Credit: -2.3%
 - Adult Education: -20.3%
- While decline in participation after the 1st term may be due to persistence at CCC without using waivers, it most likely indicates poor retention.

Gateway Scholars FY17 to FY20 (in-progress), by GWY Indicators



Analysis Notes: 'GW4', 'GW3', 'GW2', 'GN2', 'GN1' indicators used to identify gateway students. Students counted in every indicator bucket in which they fit, may be duplicate students across indicators.

	<p>15% of FY17-FY20 Gateway Scholars earned a credential, and an additional 15% were enrolled in Fall 2019</p> <p>Credential Earned, GWY Scholars FY17-FY20 (in-progress)</p> <p>Still Enrolled (light blue) Not Enrolled (dark blue)</p> <table border="1"> <thead> <tr> <th>Credential</th> <th>Still Enrolled</th> <th>Not Enrolled</th> </tr> </thead> <tbody> <tr> <td>No Credential</td> <td>426</td> <td>1,922</td> </tr> <tr> <td>Degree</td> <td>6</td> <td>242</td> </tr> <tr> <td>Basic Certificate</td> <td>24</td> <td>119</td> </tr> <tr> <td>Advanced Certificate</td> <td>1</td> <td>28</td> </tr> </tbody> </table> <p>Insights</p> <ul style="list-style-type: none"> 9% of students earn a degree, 5% earn a basic certificate, and 1% earn an advanced certificate. 15% of students were enrolled in Fall 2019 <p><small>Analysis Notes: 'GW4', 'GW3', 'GW2', 'GN2', 'GN1' indicators used to identify gateway students. Only highest award earned in calculation.</small></p>	Credential	Still Enrolled	Not Enrolled	No Credential	426	1,922	Degree	6	242	Basic Certificate	24	119	Advanced Certificate	1	28
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<p>3.12 Provide the college’s goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).</p>	<p>Continued investment in the Gateway scholarship program for students to access postsecondary classes at a lower cost. The department is hopeful to expand IET bridge offerings to sectors such as IT. Professional Development opportunities are being built out to engage adult educators at all NRS levels in understanding the career pathway model and the goal of moving students into family sustaining wage jobs. This buy-in from educators will be critical in the success of the career pathway design.</p>															

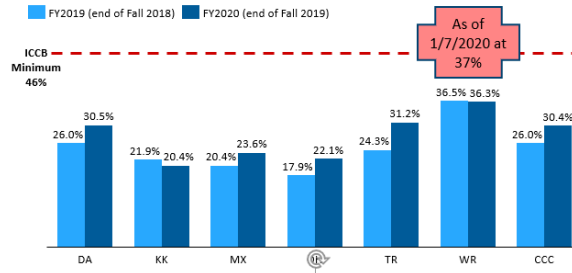
3.13 How is the college meeting established performance measures (NRS Guidelines)?

Daley College is improving on its percentage of level gains and post-test rates,

Prior to Covid-19 AE at CCC was trending upwards from FY19 in terms of level gains and post-testing. At the end of the fall 2019 term CCC was performing above the AE averages in IL.

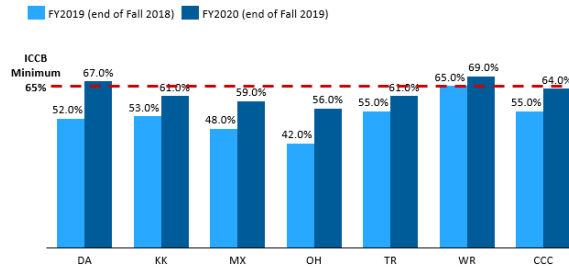
At the end of Fall 2019, FY20 Level Gains rate for CCC overall is 30.4%, 4 percentage points higher than Fall 2018

FY2020 Year-to-Date Level Gains Rate Compared to Fall 2018¹



At the end of Fall 2019, FY20 post-testing rate for CCC overall is 64%, 9 percentage points higher than Fall 2018

FY2020 Year-to-Date Post-Testing Rate Compared to Fall 2018¹



CCC and Daley Adult Education has been experiencing a decline in enrollment.

Daley College Unduplicated Enrollment by Career 2015-2020				
Academic Year	Credit /Skills	Adult Education	Continuing Education	Total
2015-2016	7,214	7,363	2,395	16,031
2016-2017	6,254	6,633	2,059	14,282
2017-2018	5,879	5,852	1,828	12,951
2018-2019	6,177	5,259	2,233	13,070

	2019-2020	6,126	4,444	1,836	11,873
	5-Year Difference	-15.1%	-39.6%	-23.3%	-25.9%

List any barriers encountered while implementing the program.

AE continues to experience the following challenges implementing AE services:

- Adult learners encounter cognitive and non-cognitive barriers, including lack of self-efficacy and minimal financial resources
- Retention and persistence are primary concerns in the field of adult education. The classes are free which is a major benefit for students, but since they are not then tied to the classes financially our retention suffers. Many adult learners are working and may not have stable work schedules which adds stress. In addition, we have many families in adult ed, and often family life and obligations need to take precedent over classes.
- Cognitive issues and personal problems that are unrelated to their studies also complicate persistence
- Language Barriers and lack of technology skills hinder the students' ability to navigate the online student systems (BrightSpace, Student Portal, password reset, etc.) and access student services

Due to COVID-19 all AE course were converted to distance learning classes. This presents a significant challenge to the targeted AE students due to low digital literacy levels and access to quality technology and internet. COVID has also halted testing and formal assessments (CASAS, TABE, and official HSE exams) for new and continuing which are an essential function of AE to determine student placement and progression. The ICCB has paused all assessment testing until a remote format can be developed by test publishers and approved through the Office of Career Technical and Adult Education (OCTAE).

Review Results

Rationale

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

Despite the decrease in enrollment, the effort to improve consistency and quality in the ADED program is already yielding results- increased test rates and level gains. It is too early to determine if future modifications are necessary since the new curriculum and standardization have not been fully implemented for a year.

Intended Action Steps

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

The department is working on a series of professional development opportunities that will focus on trauma informed environments, knowing that 60% of adult learners are impacted by adverse childhood experiences. A planning committee will meet 9.20, the professional development opportunities will be available in FY21. The revised Gateway scholarship, designed for student success and completion, has been implemented for Fall of FY21. This scholarship alleviates the financial burden of postsecondary education for families. The transition specialist visits classrooms at the end of each session to ensure students understand their access to this scholarship. The department has determined that for students who are working and may have unstable work schedules retention is a challenge. We have begun to address this issue by implementing hybrid model ESL courses. During FY20 the COVID19 pandemic accelerated that implementation. The flexibility of these hybrid and fully remote courses have enabled students to meet the student learning outcomes through synchronous and asynchronous models. Through this model the numbers for HSE student applicants has increased across the district by 20%. In FY20, regardless of the continued guidance with regard to the pandemic, the program will move in the direction of enhancing distance learning opportunities. CCC has implemented a loaner laptop program for students enrolled in Fall 2020. Upon enrollment in students are able to apply and have the device shipped to their home. Beginning in September 2020 the department increased the computer class offerings and plan to continue to increase these offerings so that students are able to continue to build their digital literacy skills. For Spring 2020 we anticipate offering computer classes during every time schedule to accommodate the needs of students. Testing specialists at the college have been trained to deliver the CASAS and TABE tests in a remote setting. Students are being tested during remote sessions at the ratio of 1:5 proctor per student. Given the volume of students this will impact level gains, however, achievement of student learning outcomes continue to be achieved and documented. For Spring 21 the department will work to increase the number of Gateway scholars who are moving into a Manufacturing career pathway. Additionally, for Summer

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	21 the department is planning to implement at IT IET career bridge program.
Resources Needed	The resources needed are more transitions specialists
Responsibility Who is responsible for completing or implementing the modifications?	Adult Education Team