PROGRAM REVIEW COVER PAGE	
COLLEGE	Richard J. Daley College
DISTRICT NUMBER	50806
CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)	Cynthia Moreno Associate Dean of Instruction 7500 S. Pulaski Rd, Chicago, IL 60652 773-838-7956 Cmoreno38@ccc.edu
FISCAL YEAR REVIEWED:	2021
DIRECTORY OF REVIEWS SUBMITTED	
AREA BEING REVIEWED	*PAGE NUMBERS*
CAREER AND TECHNICAL EDUCATION	2-64
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CROSS-DISCIPLINARY INSTRUCTION	N/A
STUDENT AND ACADEMIC SUPPORT SERVICES	103-116
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Career & Technical Education				
College Name:	Richard J. Daley College			
Academic Years Reviewed:	2016-2021			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Child Development: Pre-School Education	**Degree**	**62**	**19.0709**	• **Child Development: Pre-School Education Basic Certificate** • **Child Development: Pre-School Education Advanced Certificate** • **Child Education: Pre-School Education Infant/Toddler Advanced Certificate**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	The Associate in Applied Science degree program in Child Development: Pre-school Education provides child development theory and skills for the student who intends to work immediately in a pre-school program as a teacher or teacher assistant in public and private preschools, childcare centers, or nursery schools as well as prepare students to work as teacher aides and activities supervisors. The overall objective for providing students with the opportunity to complete their advanced certificate in			

	Pre-school Education is to ensure they have hands on experience, knowledge and preparation to begin work in the field of early care and education. Both the basic and advanced certificate offerings in Pre-school Education are stackable credentials that can be used by a student to earn the Associates of Applied Science in Pre-school Education.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The program fulfills its mission by efficiently using available resources. For example, Daley instructors have access to a learning lab that includes information resources and technology for teaching and learning. This includes an updated Smart Board and a room arrangement that fosters interaction and peer learning. Consistent with this mission, Daley's Child Development program seeks to provide educational services that are responsive and meet the needs of all of our students. Our Child Development program attempts to do this through our open-door policy giving close attention to the needs of individual students, and the extensive involvement of faculty and students in the culture of the college and community that enhances learning experiences. Our students work in Chicago public schools, local day care programs, Head Start programs and own their own home care programs. Some our students have become leaders in the community and also serve on our Advisory Council.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Daley College's Child Development Program has not changed since our last report. The overall goal of the program remains to meet the needs of the community by providing current and relevant educational training for future workers in the field of early care and education. This is evident from the curriculum and credentials offered in the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Joy Terrell -Hearns, Coordinator and FT Faculty Jennifer Alexander, FT Faculty Cynthia Moreno, Associate Dean of Instruction

Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	It is the result of on-going dialogue and meetings with stakeholders, which keeps the program relevant and updated on the latest trends and opportunities available to students.

CTE Program Review Analysis

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

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.	None were evaluated.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Associate in Applied Science degree program in Child Development: Pre-school Education provides child development theory and skills for the student who intends to work immediately in a pre-school program as a teacher or teacher assistant in public and private preschools, child care centers, or nursery schools as well as prepare students to work as teacher aides and activities supervisors.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	As stated on CCC's website, "Employment of childcare workers is expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations". Based on the need to train more childcare workers, Daley College created a credential that students could use for immediate employment.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	ECE is now a highly regulated industry in which you want the educators to have more technical skills hence the increase available and needed. We can assume due to a current teacher shortage, the demand will grow.

1.3 What labor market information sources are utilized?	This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections

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?)	To further meet the demands of the community we have embarked on a few initiatives. City Colleges of Chicago and Chicago Public Schools launched Jumpstart to Jobs-an innovative initiative to provide Chicago high school students with career-ready skills and marketable credentials for a successful future. Our Child Development Program began offering courses to students enrolled in the Chicago Public Schools, JTJ Program (Jumpstart to Jobs) in 2018. Through this initiative, Chicago public high school juniors and seniors can enroll in short-term career programs in one of nine career fields at City Colleges for free. Additionally, in the Spring 2020 the Child Development Program collaborated with the Adult Education Program to begin an Integrated Education and Training (IET) career bridge. According to the National Skills Coalition, the U.S. is home to 36 million working age adults who have limited skills in spoken English, math or reading. More than two-thirds of these individuals are currently in the workforce and could be candidates for better paying jobs if they had the opportunity to upgrade their skills. At the same time, U.S. employers have a strong need for workers with middle skills, defined as more than a high school diploma but not a four-year degree. Middle-skill jobs account for 54 percent of the U.S. labor market, but only 44 percent of the country's workers are trained to the middle-skill level. Adult Education departments nationwide, under Title II of the Workforce Innovations and Opportunities Act, are working to fill this gap. Currently at Daley College there are two Integrated Education and Training (IET) career bridges, one in Manufacturing and one in Early Childhood Education. Our IET program is helping people develop or refresh basic skills such as math, reading or spoken English while simultaneously training for an in-demand occupation or industry. Once adult learners are in the transitions level of English as a Second Language (ESL) class or the highest levels of Adult Secondary Education (ASE) a student will meet with the Transitions Specialist

	to determine if one of the pathways offered interests them. Students are enrolled in a credit class that is moving them towards a certificate in a high demand occupation and an adult education class that is helping them continue to build basic skills. The adult educator uses a contextualized curriculum in the field of study on the days they have the students and provides support for the credit class the students are enrolled in. At Daley College there have been 4,441 adult education students in fiscal year 2020 and building these pipelines to credit courses is an integral piece of the college enrollment strategy.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes are discussed by faculty, district-wide, at discipline committees. Workforce and academic leadership partner with faculty to discuss upcoming needs and changes. Ultimately, expectations from NAEYC are major driver in curriculum updates and changes. If curriculum changes are needed Daley will follow the PACC process established by our District Office.

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.	A challenge we have is utilizing the childcare facility on campus to ensure current and future students have access to working with young children birth to age eight. Currently, the center is licensed for children ages 2-5; however, the two-year-old classroom is not yet open. Richard J. Daley College's, Child Development Laboratory School is a NAEYC Accredited Program that provides high-quality childcare for preschool children that incorporates diversity, including, but not limited to gender, culture, language, ethnicity, ability, race and economic status. Our students would be able to fulfill the course requirements and apply the knowledge they have learned to real-life experiences by working with young children birth to age 8. In addition, we continue to have challenges securing child care centers in communities, where Daley College students are completing their service learning hours, that are not only licensed and following the mandates of the Department of Children and Family Services (DCFS) but also accredited by the National Association for the Education of Young Children and have staff that meets the requirements to supervise our students. The program continues to struggle with recruiting male students for the program. This is a critical part of childcare; as it is essential children have positive male role models as they do female role models. According to Childcare Workers/Data USA, "92.3% of Childcare workers are Female, making them the more common gender in the occupation. https://datausa.io/profile/soc/childcare-workers Another major challenge is the high number of high school graduates entering college underprepared. Many incoming students at Daley College place into remedial or developmental education courses. Child Development instructors continue to struggle with providing learning opportunities that meet the needs of students with wide varying abilities.
Indicator 2: Cost Effectiveness	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • 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.)?	Instructional costs for the department include salaries/benefits for full-time and part-time faculty, tutors, direct faculty development costs, and instructor faculty development courses. Daley College is well-equipped with technology that can enhance students' success. There are a variety of computer labs throughout the campus for which faculty can reserve for instruction use. This is helpful especially when providing large group activities such as the child abuse online training. With this technology, students are not only able to do their assignments with better accuracy but are also able to access the internet to research any topics needed. State-of-the-art classroom technology allows the students and teachers opportunities to offer PowerPoint presentations. Offering these resources has proved to be an engaging and a wonderful experience for Child Development students. The cost of the program is average compared to the other academic programs at the school.
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.	Carl Perkins Funds are utilized to pay for costs associated with the Child Development program.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	It is important to evaluate the opportunity to utilize Open Educational Resources and reduce the cost spent on textbooks.
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?	City Colleges of Chicago has established an in-district rate of $146 per credit hour. No separate costs associated for the program. Students complete the Free Application for Federal Student Aid and if eligible will use federal grant money to pay for their education.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	Daley students gain an in-depth knowledge of Child Development, Early Childhood Education, and methods of teaching and care that are infused with an understanding of the significance of family and culture in all aspects of children's lives. The educational program for the students emphasizes the importance of learning how to support and empower families and communities through respectful, reciprocal relationships. These goals are reflected in the program in various ways. The most significant are the objectives and student learning outcomes listed in the course outlines of each class. They are also reflected in the lecture topics presented, textbooks used, assignments given, methods of assessment, and the educational materials chosen. Strategic decisions made about the program are influenced by regular review of the outcome measures identified for each course. Child Development students at Daley College are diverse in age, professional experience, education, culture, and ethnic backgrounds. For many, English is a second or third language. The coursework is structured to meet the ever-changing needs of the students served. If Child Development professionals are educated through rewarding and growth producing relationships, they will more readily use relationships to collaborate productively with families, colleagues and children.

3.2 What are the identified or potential weaknesses of the program?	Students in all Child Development courses are given assignments that require them to participate, observe and engage with young children. This will provide students with optimal learning experiences that will prepare them to develop skills they will need to become successful in the field of Early Care and Education. However, finding programs that would allow our students to complete their observation hours continue to be a challenge. Because of the strict licensing requirements/background checks, students have to prepare a semester in advance in order to observe at most early childhood facilities. Another challenge we continue to have is offering courses in a manner that allows a more effective educational experience for students and increased program completion. This includes placing course offerings on a rotation cycle and matching course numbers with the level of education (100- or 200-level) being obtained by students. For example, Child Development 262, "Child, Family and Community Relations," is a course that can be taken during the first semester of a student's program. Thus, this is a course that could be renumbered as a 100-level course and offered to first-year students. However, many students wait to take this course after their first year of study. Steps are be taken to address this issue district-wide.

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?	We offer traditional in-person courses, online and hybrid. We know that every student learns differently, and the three methods of instruction can accommodate various learning styles. Many of our students work full-time, are parents and have other obligations. Online and Hybrid courses allow students to balance work, family, and extra-curricular activities. In addition, these courses also allow students to learn audibly (through lectures and recorded material), visually (slides/presentations usually included the class), or hands-on by collaborating with classmates during the scheduled in-class time. Those that do well in lectures and discussions get to enjoy the type of environment where they excel, while students who prefer to have more time to process the information without distractions have the opportunity to do so.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? 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.	The Child Development program was considered a Program of Study as defined by Perkins prior to the introduction of Perkins V. To reauthorize the program as a Program of Study an application has to be submitted to ICCB for approval as a part of the Perkins plan. (see documents attached)

[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.

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.	Yes, the program meets all or most of the guidelines of a career pathway. 1. It identifies the certifications, licenses, and industry recognized credentials that state, regional, and local employers require. 2. The program leads to jobs in increasingly high-skill, high-wage, and/or high-demand industries. 3. The program ensures participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services 4. The program offers job placement assistant services that are tailored to participant needs at different points along the pathway. 5. The program offers participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable
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?	Conversations are being had with faculty to highlight success within the program.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	We currently do not offer dual credit; however, the program launched Jumpstart to Jobs-an innovative initiative to provide Chicago high school students with career-ready skills and marketable credentials for a successful future. Our Child Development Program began offering courses to students enrolled in the Chicago Public Schools, JTJ Program (Jumpstart to Jobs) in 2018. Through this initiative, Chicago public high school juniors and seniors can enroll in short-term career programs. Students are offered CHLD DV 107, 120,101, 149, 262 to complete the BC and then transfer to Daley to complete the rest of the degree.

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?	The program has extensive work-based learning experiences which include a 250-hour practicum at the end of the AAS. Throughout the program students engage in observation and other field-based learning activities to prepare to be an early childhood education.
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).	The program is accredited by NAEYC, the National Association for the Education of Young Children. Last fall the program completed a reaffirmation visit from NAEYC.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Both the basic and advanced certificate offerings in Pre-school Education are stackable credentials that can be used by a student to earn the Associates of Applied Science in Pre-school Education.
3.11 Is this an apprenticeship program? If so, please elaborate.	The practicum program serves as an apprenticeship opportunity for students to work with professional teachers in the industry
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	We have an articulation agreement with St. Xavier University.
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?	No.

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?	Professional development opportunities for faculty continue to be a priority and ongoing. The Child Development Department believes that, when instructors learn more about teaching, they improve student success. The Daley administration has supported several opportunities for faculty development both within the college and throughout CCC. Additionally, CCC continues to host annually a district-wide faculty development week during August. During the first two days, faculty from every CCC campus are required to attend workshops that have been developed by faculty or administration. This affords teachers the opportunity to dialogue with peers from other CCC colleges and from within the same discipline. During the last three days of the week, in collaboration with the Daley administration, further professional development opportunities are offered at Daley's campus. Per the Local 1600 CBA, CCC must provide professional development funds to each CCC institution for faculty to attend conferences, take classes, pay professional memberships, and purchase materials to use in their teaching. All Child Development faculty have taken advantage of these opportunities. Lastly, CCC offers both semester and full-academic sabbaticals to full-time instructors, who require released time from instruction to pursue academic goals that will benefit themselves and the college. The Department has access to Carl Perkins Grant that provides financial support for faculty to attend conferences, workshops and trainings.

3.16 What is the status of the current technology and equipment used for this program?	Daley College is well-equipped with technology that can enhance students' success. There are a variety of computer labs throughout the campus for which faculty can reserve for instruction use. This is helpful especially when providing large group activities such as the child abuse online training. With this technology, students are not only able to do their assignments with better accuracy but are also able to access the internet to research any topics needed. State-of-the-art classroom technology allows the students and teachers opportunities to offer PowerPoint presentations. Offering these resources has proved to be an engaging and a wonderful experience for Child Development students.
3.17 What assessment methods are used to ensure student success?	The desired student outcomes of the Associate of Applied Science in Child Development are very closely aligned with the NAEYC standards, as well as the required student outcomes of Daley College. As a form of continuous and quality improvement, the self-study process remains an integral tool for self-evaluation of Daley's Child Development Program and the student learning assessment process. Ensuring that a student progresses academically is a primary concern. This progress is evaluated in the classroom in a variety of ways and using multiple assessments. Every Child Development course includes several writing assignments. Some classes require oral presentations from students, as well as, research. Hence, students have opportunities to demonstrate in a variety of ways their increasing knowledge and understanding of children and Child Development theory and practice.
3.18 How are these results shared with others at the institution for continuous improvement?	The annual reports for NAEYC are submitted to administration. Additionally, a faculty member in the department has special assignment to serve on the Assessment Committee where ongoing assessment data is shared.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We administer all assessments each semester, unless a class is cancelled. At the beginning of each semester, instructors teaching courses with key assessment are reminded of the key assessment requirement. New instructors are given a copy of the key assessment/rubric to administer to their students. The Department Chair/Coordinator checks in periodically throughout the semester with instructors for questions they may have about the key assessment. At the end of the semester rubrics are collected and analyzed by the Department Chair/Coordinator. Unfortunately, the Child Development Department does have an assessment coordinator. Rubrics are collected by the Department Chair/Coordinator who reviews the data. The data is discussed during department meetings with all faculty. The data collected every semester provides us with valuable information about how our students are performing in our program Over the past year, key assessments were included in the Brighspace shells of faculty teaching the course. At the end of each semester a report was generated for those faculty who had students upload the key assessment assignments into Brigtspace. For those faculty who did not upload their assignments, the data was calculated manually. Faculty members have informally discussed the successes of various instructional methods used. The development of more concise and useful rubrics remains the primary focus. Instructors continue to develop better tools for evaluating student work and progress.
3.20 How satisfied are students with their preparation for employment?	Student are satisfied with their preparation. Some of the student have been hired as a result of their practicum experience.
3.21 How is student satisfaction information collected?	Students are surveyed at the conclusion of the program.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers and CPS network members are engaged in conversation to participate as host employers for students in the program.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	It is the result of on-going dialogue and meetings with stakeholders, which keeps the program relevant and updated on the latest trends and opportunities available to students.
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	Information is collected informally.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No modifications have been made at this time.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
No barriers identified.

Performance and Equity

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

		2017	2018	2019	2020	2021
CTE Program		Child Development				
CIP Code		19.0709				
Number of Students Enrolled		85	76	59	63	55
Number of Completers	AAS	23	24	17	11	13
	AC	38	23	17	13	11
	BC	38	15	25	20	25
Other (Please identify)						

How does the data support the program goals? Elaborate.

Daley College has a diverse student body and community of learners. The diversity occurs by age, culture, ethnicity, work experience, and career goals.

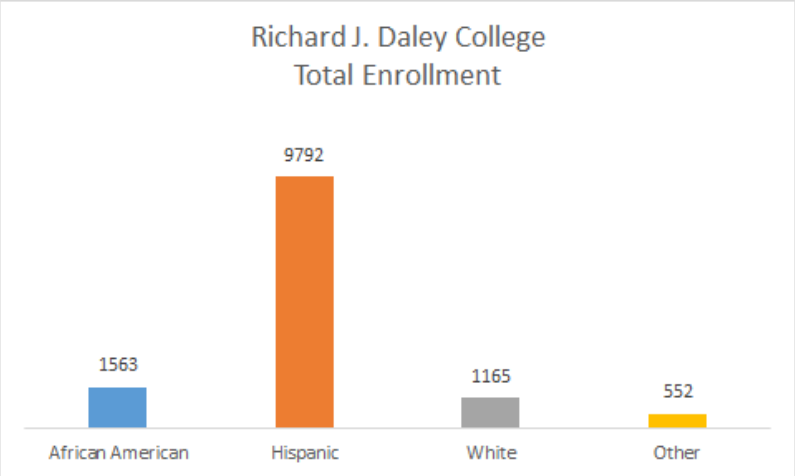
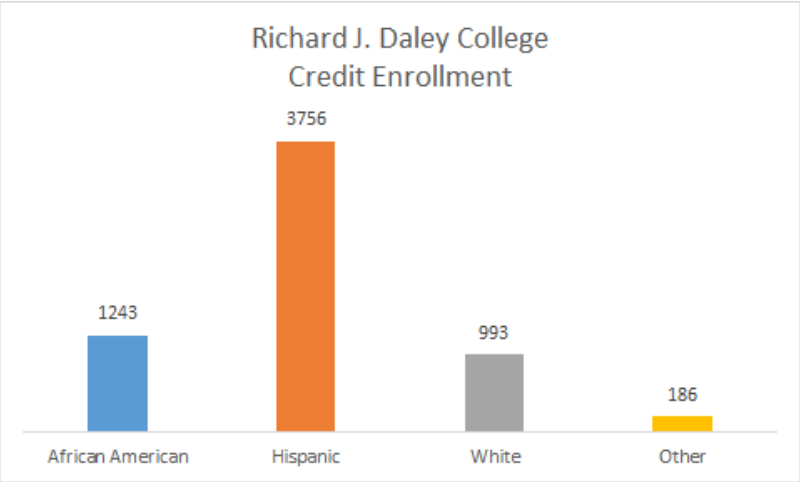
Academic year in which a Fall cohort of **full-time** candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) *or* 300% (three times) of the published timeframe **(Please circle, underline or bold the indicator above on which the program will report.)**
2018-2019	27%	27%
2017-2018	47%	47%
2016-2017	39%	39%

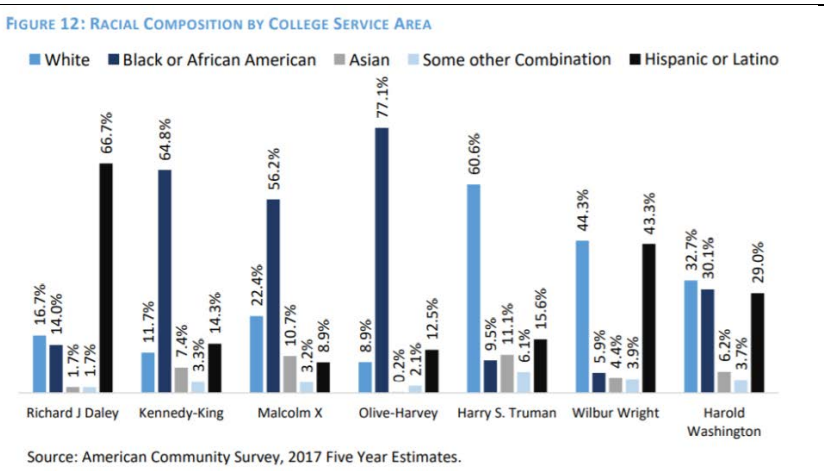
What disaggregated data was reviewed?

Child Development: The data demonstrates a lack of White Females and males enrolled in the Child Development program.

Child Development	FY17 Count	FY17 Percentage	FY18 Count	FY18 Percentage	FY19 Count	FY19 Percentage
Black Females	30	35%	21	28%	19	32%
Hispanic Females	55	65%	54	72%	40	68%
Grand Total	85	100%	75	100%	59	100%

Disaggregated data included student populations based on gender, ethnicity and age.

Were there gaps in the data? Please explain.	Districtwide gaps exist in identifying: 1. Displaced Homemaker 2. Individuals with a Disability 3. Individuals from Economically Disadvantaged Families 4. Individuals Preparing for Non-Traditional Fields 5. Single Parents
What is the college doing to overcome any identifiable gaps?	It is a hope that the student application will include questions that will allow us to collect this data formally.
Are the students served in this program representative of the total student population? Please explain.	As a Hispanic Serving Institution, Daley College serves a diverse student body which is composed of 75% Hispanic, 12% African American, 9% White students, and 9 % Other.  Credit program student demographics are as follows: 60% Hispanic, 20% African American, 16% White students and 3% Other.  Approximately Fifty-five percent identify as male and 45% identify as female. Six percent of students are English language learners.

Are the students served in this program representative of the district population? Please explain.	 Source: American Community Survey, 2017 Five Year Estimates. The College Service Areas are all unique in their composition of racial and ethnic backgrounds. The Kennedy-King, Malcolm X, and Olive-Harvey areas are predominantly Black. The Daley area is predominantly Hispanic or Latino, while Truman and Wilbur Wright are predominantly White. The city overall (Harold Washington area) has an almost even distribution of White, Black, and Hispanic or Latino, which is unique compared to the rest of the state.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The data and details presented in this review support that the program is successful in achieving its goals, maintains its specialized accreditation, and serves the labor market need of its community. Therefore, the program will continue to engage in continuous improvement efforts and seek to increase the opportunity for students to engage in the program
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Improve collaboration with industry partners to overcome barriers to student participation in field activities. 2. Evaluate course numbering and sequencing to align courses with student progression through the program.
Resources Needed	None needed
Responsibility Who is responsible for completing or implementing the modifications?	Child Development faculty and Associate Dean of Instruction

Career & Technical Education	
College Name:	Richard J. Daley College
Academic Years Reviewed:	FY16 to FY21

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
Community Health Worker	**BC**	**16**	**51.1504**	**N/A**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	The mission of the Richard J. Daley College Community Health Worker (CHW) Program is to educate students to enter the field as knowledgeable and culturally competent CHWs. The program seeks to equip graduates with skills to provide compassionate and holistic advocacy to facilitate improved health care outcomes to members of the communities they serve. The Programmatic Student Learning Outcomes are as follows: • Communicate with a diverse patient population using effective oral and written communication. • Understand the fundamentals of epidemiology. • Identify the role nutrition plays in health. • Understand common mental health issues.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	This program is reaching its goals of preparing students through the expansion of program offerings and engagement with the community. The program utilizes various written and verbal assessments in the completion of the program. In the Field Experience, students are evaluated by supervisors regarding their ability to function as a

	knowledgeable and culturally competent CHW. We have had one cohort complete this program. For field experience, the success rate for this course was 100%, we believe the learning outcomes were met.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	This is the first review of the Community Health Worker program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Alicia J. Rodriguez, Dean of AVI - was involved as the primary writer of the program review George Kinlaw, Dean of Instruction provide support for class scheduling and faculty oversight. Daniel Berenberg, Department Chair Social Sciences will provide support for the program. Veronica Sek, Program Director - Community Health Worker contributed to the writing of this program review Roy Walker, Dean of Health Sciences and Career Programs provided support and information on department-level initiatives and programs
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Staff that provided insight into specific areas of the process: Juan A. Martinez, College Advisor - Student Development dept and primary advisor to the CHW group Olga Ramirez, College Advisor - Student Development department and assists with advising the CHW group Ivonne Del Olmo, Financial Advisor - Student Development department and primary financial aid advisor to the CHW group John Hennessey, Transition Specialist – Adult Education department and supports students through transition to credit. Gateway Scholarship point person. Rafael Jesse Godina, Director of Enrollment Management Rhonda Hardemon, MXC Director of Workforce Partnerships Jaklyn Hanipale, MXC Clinical Education Manager

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Previously the program required a student to be eligible for English 101 in order to enter. The requirement is in the process to be updated in Spring 2021 to English 96 or higher. The reason for the revision was to 1) align with other health sciences basic certificate programs, 2) provide equitable accessibility for diverse learners and, 3) provide an entry pathway into healthcare.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable, certificate program is less than 30 credit hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There is a reliable demand for community health workers in the Cook County area, supported by labor market data as listed below. The earnings data indicate that these positions make an increased wage compared to other positions (I.e., above minimum wage). 2021

SOC	SOC Description	Annual Openings	Median Hourly Earnings	Average Hourly Earnings
21-1094	Community Health Workers	721	$22.60	$24.16

<table>
<tr>
<td>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</td>
<td>Historical and future job outlooks indicate that the number of openings is anticipated to be grow substantially.
Historical Analysis
<table>
<tr><td>SOC</td><td>SOC Description</td><td>Change % 2015-2021</td></tr>
<tr><td>21-1094</td><td>Community Health Workers</td><td>2%</td></tr>
</table>
Future Outlook
<table>
<tr><td>SOC</td><td>SOC Description</td><td>Change % 2021-2027</td></tr>
<tr><td>21-1094</td><td>Community Health Workers</td><td>11%</td></tr>
</table>
</td>
</tr>
<tr>
<td>1.3 What labor market information sources are utilized?</td>
<td>The EMSI dataset was used. Chicago resides within Cook county, which represents the largest percentage of jobs in Illinois (43% as of Q4 2015) (source:www.bls.gov/regions).</td>
</tr>
</table>

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	This program has a sufficient pipeline of enrollment through traditional recruitment methods. We have been collaborating with our Adult Education department to transition ESL students to credit programs through our Transition Tuesday Initiative. Additionally, we collaborate with our community partners Enlace Chicago and the PAES Network to recruit current CHW employees and/or volunteers at local community-based organizations who are doing CHW work but do not have a credential. Through this we are able to provide community members with a strong foundation on the role of CHWs, epidemiology, mental health issues and the importance nutrition has in some of the most prevalent diseases their communities face. Another pipeline of students entering the CHW program comes from a grant we received from the Illinois Department of Human Services along with our community partner Alivio Medical Center. Through this grant we offered a Health Navigator program through our Continuing Education department that was specific to the COVID-19 pandemic. Through this program we trained over 300 participants across Illinois and have been able to recruit students to our current CHW cohort and our future fall 2021 cohort. In addition, we were able to promote our sister campus Malcolm X College for their traditional cohort program.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	If curriculum changes are deemed necessary, the program engages in the Proposed Academic Curriculum Change (PACC) process. Through PACC, DA works closely with the other CCC institutions on jointly developing new courses and programs. The PACC system: • Promotes and ensures collaboration among administrators and faculty. • Designates a tenured faculty member as the Curriculum Facilitator (FC) to coordinate curriculum development for each college and the district. • Synthesizes curriculum development and curriculum review. • Increases understanding of and required compliance with outside governing agencies and accrediting bodies. • Provides a curriculum development framework that supports the goals and expectations of external agencies and accrediting bodies. • Assures that new courses or programs and revisions to courses or programs support the mission and goals of the City Colleges of Chicago (CCC). • Provides a web-based solution to store, manage, and track changes to courses and programs. • Requires that a faculty member initiates any change processes and incorporates faculty as an integral piece of the process.

<table>
<tr><td>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.</td><td>The review of program need supports the success and continued investment in the program. The labor market need and student interest is high, so actions include expanding industry partnerships to more Community-Based Organizations (CBOs), Federally Qualified Health Clinics (FQHCs), and hospital systems to meet field experience and workforce needs.

Currently, our sister campus Malcolm X College is offering this certificate to Chicago Public Schools (CPS) student through the Jump Start to Careers (J2C) through CCC's Early College Program. This is in discussion as a way to expand the program with high school students.

The program has engaged in the institution's PACC process to change the names of its courses to have clear alignment with the CHW program as well as to change the pre-requisite requirement from English 101 (college-level) eligibility to English 96 eligibility to increase access for all students.</td></tr>
<tr><td>Indicator 2:
Cost Effectiveness</td><td>Response</td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
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.)?</td><td><table><tr><td></td><td>CHW Direct Costs (10%) (FY21)</td></tr><tr><td>Salaries (w. fringe)</td><td>$28,500</td></tr><tr><td>Materials/Supplies</td><td>$0</td></tr><tr><td>Equipment</td><td>$0</td></tr><tr><td>Services/Contracts</td><td>$20,568</td></tr><tr><td>Other (Travel Conferences)</td><td>$0</td></tr><tr><td>Total</td><td>$49,068.00</td></tr></table>
Per a start-up grant we received we were able to purchase the uniforms to be used at the field experience site. CHW books were also purchased and cataloged with the library, for student to check out from the library.</td></tr>
</table>

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.	The majority of our recruitment occurs with Adult Education students and transitioning them to credit program these students are eligible for CCC Gateway Scholarship. A large portion (~90%) of our students receive this scholarship, which pays for 50% of tuition for four semesters. Our CHW cohort model is based on completing the program in three semesters so the Gateway scholarship eliminates a financial barrier for some of our students. Additionally, with our partnership with Enlace Chicago and the PAES Network, they too have scholarship funds that are awarded to students who are active members of the PAES Network. The PAES Network has over 30 organizations who have employees or volunteers who serve as CHWs in their communities.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college is always seeking to increase enrollment capacity and success in this program to promote cost-efficiency. Increases in enrollment are limited by field experience site access. Therefore, the program works with its employer partners to identify additional clinical sites and continues to consider additional course offering schedules (e.g., part-time, mornings and Saturday's), to accommodate additional enrollment and increase cost-efficiency.

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?	Associated tuition costs per credit hour are as follows: In-District City of Chicago Tuition: $ 146.00 Out-of-District Tuition: $ 384.00 Out-of-State Tuition: $ 481.00 International Tuition: $ 481.00 Daley College has financial aid advisors available to engage students in seeking grant and scholarship funding for their education. Additionally, we work with our Transition Specialist from our Adult Education program who provides workshops for our transitioning students on how to prepare and apply for the Gateway Scholarship. The college received a start-up grant for the program, giving us the ability to purchase books and catalog them through our library so students check-out these books as oppose to making the expense. For Out-of-District Barriers: Our Financial Aid works with students to submit the appropriate documentation for students to benefit for the Illinois CAREER Cooperative and City of Chicago Employment in-district waiver.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost indicates no need for actions or modifications.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	This program is one of the most accessible and progressive in the Career and Technical Education division of Daley College. It is the only program offered bilingual English/Spanish language instruction and with expert faculty that are all part-time, providing access to practicing public health professionals as their instructors. The faculty we work with are versatile and open to our changing environment this past academic year. As a result, we worked together as a group to assist our sister campus MXC in translating a Contact Tracer course to Spanish. Additionally, DA developed a Health Navigator programs with CHW faculty and staff from Alivio Medical Center to train trusted community members from 17 community-based organizations by developing a program specifically to train community members on the pandemic to serve as trusted members of these communities around prevention, COVID testing, importance of vaccinations, and other resources available. We trained over 300 community members.
3.2 What are the identified or potential weaknesses of the program?	In working with our sister campus Malcolm X College, one weakness of the program we have identified is employment initiatives in the health care setting. While we have many community relationships and jobs available to students upon completion, it is difficult to align CHWs with traditional funding streams in the health care setting. Our goal is to develop relationships with employers who are prepared to hire students. Currently, we are awaiting the passage of legislation which would allow for reimbursement of CHW services and create a more sustainable career pathway. An area of improvement is the need for a coordinator and a Daley College hired adjunct professor to support the program.

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?	For the majority of this review period, this program was offered exclusively in a remote modality as in the spring semester of 2020, the COVID-19 pandemic required a shift to remote instruction. In FY 22, the program is considering the possibility of alternative delivery methods for the future.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[2]? 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.	This program meets the criteria for a Program of Study. **(A) incorporates challenging State academic standards;** While not required by an accrediting body, the program engages in the incorporation of the Community Health Worker Core Competencies and Roles as defined in publications from the Illinois Community Health Worker Advisory Board. These competencies present a challenging level of state-defined academic standards appropriate for postsecondary education. **(B) addresses both academic and technical knowledge and skills, including employability skills;** Much of the coursework and experiences in the program promote not only content knowledge but also methods for sharing that knowledge, as it is preparing students for a role with a high degree of interpersonal interactions. As such, employability skills are embedded across the program. **(C) is aligned with the needs of industries in the economy of the State, region, or local area;** There is a clear need for the increase of public health services, especially those of community health workers, so help resolve the longstanding issues plaguing the city of Chicago. This program is well-suited to produce graduates that are prepared to help improve the health of their local community and in the environment in which they are employed. **(D) progresses in specificity; this** program is taken over the course of an academic year, wherein students take courses about mental health, epidemiology, nutrition, public health essentials, and participate in a field experience. Even over the course of this one year, students are first introduced to knowledge and skills that are then applied in another context, effectively increasing the specificity of their training. **(E) has multiple entry and exit points that incorporate credentialing;** This program serves as an entry point into the workforce for community health workers and other similar roles.

	(F) culminates in the attainment of a recognized postsecondary credential. The program culminates in the attainment of a Basic Certificate.

[2] 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.

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.	This program meets the definition of a career pathway program. **(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:** There is a clear need for the increase of public health services, especially those of community health workers, so help resolve the longstanding issues plaguing the city of Chicago. This program is well-suited to produce graduates that are prepared to help improve the health of their local community and in the environment in which they are employed. **(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act:** The field experience placement which is a work-based learning opportunity that prepares students to be effective in the workplace. The coursework is sufficiently challenging and incorporates state-level expectations of competencies that prepare students who choose to pursue higher levels of postsecondary education in public health. **(C) Includes counseling to support an individual in achieving the individual's education and career goals:** Throughout the program students meet with an academic advisor for programming and career planning. Students also engage with our Career Services department and other resources offered through the college such as the Wellness Center, Tutoring Services and Disability Access Center, etc. **(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:** Yes, this program includes field placement that helps prepare students for employment that is offered concurrently with postsecondary credit-bearing coursework. **(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the**

	individual to the extent possible: The program facilitates the education and training of its participants through its designated coursework and field experience. Additional support is provided through the advising process within the program, wherein the program leaders meet with students to discuss their goals and dictate alignment with interests in employment preparation. **(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:** This program does not necessarily encompass the completion of a secondary school diploma or high school equivalency. **(G) Helps an individual enter or advance within a specific occupation or occupational cluster:** This program is well-aligned with advancement in an occupational cluster, providing an entry and exit point for health care professionals.
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?	This program is innovative in its commitment to inclusivity and equity through the offering the program bilingual in English/Spanish. Also, the program takes into consideration the importance of transitioning our Adult Education students to credit programs. Through a dedicated faculty that enhances students' assets rather than focusing on deficits, the program has created an environment wherein students from various backgrounds can thrive and progress into health care careers.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	We are exploring offering this certificate to high school students through Dual Enrollment and the Chicago Public Schools Jumpstart program.

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?	Students in the CHW Program take the CHW132: Field Experience course, an introduction to clinical experience in community health that includes field experience and basic skills for working effectively in communities in order to serve as a liaison between health care and social service providers and the communities they serve. It includes providing patient advocacy, utilizing professional communication skills, and incorporating approaches for working effectively with community health agencies such as public health departments, schools, correctional health, and other appropriate agencies. Writing assignments, as appropriate to the discipline, are part of the course. Within this course, students engage in 80 hours of required fieldwork. The course and field placement are an invaluable part of the program, and a substantial part of the program's assessment plan is based on the evaluation of students by their field experience supervisors.
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).	There is no industry accreditation available or required for this program in Illinois. Richard J. Daley College works closely with the Illinois group that is developing an accreditation board and core standards.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	This program results in a postsecondary credential which is of high interest to employers but does not result in preparation for a licensure or certification examination for an industry credential.
3.11 Is this an apprenticeship program? If so, please elaborate.	This is not currently an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	Not applicable.

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The City Colleges of Chicago has articulation agreements with 40 colleges and universities, offering many options for students interested in continuing in higher education. For FY 22, we are exploring articulations with local 4-year universities.

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?	Field Experience Partners Include: Albany Park Community Center Be the Match Beloved Community Family Wellness Center Brighton Park Neighborhood Council CCHS, Department of Psychiatry Centers for New horizons Chicago Department of Public Health Chicago Hispanic Health Coalition (UIC) Child Development Lab, Daley Child Development Lab, Kennedy King Child Development Lab, MXC Child Development Lab, Olive Harvey Child Development Lab, Truman Christopher House Common Threads Community Support Services CommunityHealth Connections for the Homeless Cook County Health & Hospital System Enlace Chicago Erie Family Health (if there is an agreement) Family Focus Inc Habilitative Systems Hamdard Center for Health and Human Services Lurie Children's Health Partners Care Coordination Lurie Children's Health Partners Care Coordination, The Potocsnak Family Division of Adolescent and Young Adult Medicine Mobile Care Chicago Near North Health Service Corporation Norwegian Hospital PAWS Chicago PCC Wellness Pillars Community Health Pilsen Wellness Rush Medical Center Rush Medical Center, Department of Social Work & Community Health Rush University, Preventive Medicine and Family Medicine South Side Help Center St. Anthony U of C UIC

	Wellness Center , Kennedy King Wellness Center, Daley Wellness Center, MXC Wellness Center, Olive Harvey Wellness Center, Truman Wellness Center, Wright West Side Health Authority
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?	Currently, MXC hires CHW faculty. As such, MXC offers bi-annual Professional Development to full time faculty during the week before classes start in the fall and spring semesters in a Faculty Development Week. The sessions hosted at these events span educational theory, equity, pedagogy, and assessment. While this program has no full-time faculty, part-time faculty are invited to participate as they are able. Part-time faculty, when beginning employment, are offered professional development through an orientation that includes logistical policies and procedures as well as sessions regarding pedagogy and assessment. There is a recognized need for increased professional development for new instructors that spans more than an isolated week. The Health Sciences department, in which this program is housed, is developing a mentorship and training academy for incoming faculty to provide professional development around the transition from clinical practice to instruction. Both full- and part-time faculty have funds available through their Collective Bargaining Agreements to pursue additional professional development of their choosing.
3.16 What is the status of the current technology and equipment used for this program?	The program engages technology as appropriate to prepare students for their likely workplace activities.

3.17 What assessment methods are used to ensure student success?	The program engages in a suite of formative and summative assessment measures to ensure student success. Because the program occurs over one academic year, each of the courses includes tools such as self-assessments, exams and essays, projects, presentations, and competency testing. In the field experience, students are evaluated along a rubric generated to identify the required competencies to establish the accomplishment of learning goals. Assessment tools are used to ensure that the program maintains a current level of understanding as defined by industry experts and are updated as appropriate. Many assessment tools, particularly group projects and presentations, are used to measure student learning while also simulating the workplace experience.
3.18 How are these results shared with others at the institution for continuous improvement?	In collaboration with MXC, Daley College meets with faculty and staff to discuss the results and assessment efforts at Health Science & Career Education Department meetings to share challenges and successes, as well as contributing to continuous improvement efforts. The program's part-time faculty meet frequently with the program director to provide insights and disseminate assessment findings and actions to be taken.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Assessment data have supported the success of students in the program. The curriculum has been maintained as a result.
3.20 How satisfied are students with their preparation for employment?	Student feedback on employment is facilitated through informal interactions with the Dean at AVI and CHW faculty.
3.21 How is student satisfaction information collected?	Currently, we do not have a formal process for collecting student satisfaction information at the college. However, we are currently exploring how this could in implemented this FY 22.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are frequently engaged throughout the program, including on the Advisory Committee and in regular communication with program leadership. The most important role of employers is working to host students for their Field Experiences, providing them with the well-rounded experience required to produce work-ready graduates.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program Advisory Council provides insights and improvements to the program regularly. It also serves as a group to incorporate program growth. At Daley College, the Dean of AVI is a member of the council and provides support for the Spanish Cohort, which is offered at the Daley college's satellite location, the Arturo Velasquez Institute. There is representation from the state-level to ensure that the changes made to the program are in alignment with expectations on a higher level than the local community. The program is actively seeking to improve the program at every opportunity. An important piece of feedback from the Advisory Council was that the Advanced Certificate or Associate's degree would not prepare students for increased wage-potential employment, while a basic certificate can serve as an important workforce inroad. As such, the program has invested in developing strategies to incorporate articulation into the program to enhance future earning potential. In order to improve the engagement of the Advisory Council, the program seeking to increase the size and participation in the Council.
3.24 How satisfied are employers in the preparation of the program's graduates?	There are not formal feedback mechanisms for this program to determine employer satisfaction.
3.25 How is employer satisfaction information collected?	There are not formal feedback mechanisms for this program to determine employer satisfaction.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality resulted in significant support for the program. Because of the high degree of interest from employers and expansion into more accessible venues, this program is designated as one of the most equitable for access to credentials of economic values for the city of Chicago. It will be important to continue to monitor student success across various cohorts as the program progresses, and plans are in place to generate a shared assessment plan and ensure learning is occurring in each venue.

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

The barriers that face this program include the need for management across multiple venues. While the current cadre of part-time faculty are invested and providing high-quality instruction for their students, the movement of students between institutions that are all under the same program umbrella is in need of support from administrative staff.

Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Community Health Care Worker Basic Certificate				
CIP Code	**51.1504**				
	Year 1: FY17	Year 2: FY18	Year 3: FY19	Year 4: FY20	Year 5: FY21
Number of Students Enrolled	N/A	N/A	N/A	12	15
Number of Completers	N/A	N/A	N/A	11	15
Other (Please identify)	N/A	N/A	N/A	N/A	N/A
How does the data support the program goals? Elaborate.	The increase in enrollment over the course of the review period supports that the program is achieving its goals of attracting students to the program. We anticipate to have 100% completion for students in the FY21 cohort by Fall 2021.				
What disaggregated data was reviewed?	Disaggregated data on enrollment was reviewed. Data was disaggregated by race and gender, inclusive of Hispanic, Black, and White and Female and Male gender groups.				
Were there gaps in the data? Please explain.	There are noticeable differences between groups; as it is a bilingual program there is a lack of Black and White students enrolled in the CHW program. The proportion of female students is dominant in the CHW program. However, we are making strides to increase the male participation in the program.				
What is the college doing to overcome any identifiable gaps?	Richard J. Daley College is a partner in the Illinois Equity in Attainment Initiative (ILEA), which included a strategic planning process and the publishing of the Richard J. Daley College equity plan. Within this plan, the college is working to research, pilot, and expand a variety of initiatives to close racial and socioeconomic gaps in enrollment, achievement, and success.				
Are the students served in this program representative of the total student population? Please explain.	The CHW program Hispanic student population is reflected in the Richard J. Daley College total population. The CHW male student population is not represented within the program.				

Are the students served in this program representative of the district population? Please explain.	The CHW program Hispanic student population is representative of Hispanic students within the CCC total student population. The trend over the course of the review period: in FY18, 47.0% of the CCC total student population were Hispanic. In FY20 49.30% of the CCC total student population were Hispanic. The CHW program had a 100.0% Hispanic student population. The CHW program Black student population is under representative of Black students than the CCC student population. The trend over the course of the review period: in FY18, the CCC Black student population was 27.71% and decreased slightly to 25.91% in FY20. In FY21 the CHW program Black student population was 0%. The CHW program is under representative of White students than the CCC White total student population. The trend over the course of the review period: in FY18, the CCC White total student population was 14.95% and remained consistent at 14.0% in FY20. In FY21 the CHW program White total student population was 0%. The CHW female/male gender student population is not representative of the CCC total student population. In FY18 the CCC female total student population was 56.11% and increased slightly to 58.86%. The male total student population was 41.18% and decreased slightly to 40.21% during the same time period. In FY21 the CHW program female total student population was 96%.
Review Results	
Action	☒ X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The data and details presented in this review support that the program is successful in achieving its goals and serves the labor market need of its community. Therefore, the program will continue to engage in continuous improvement efforts

<table>
<tr><td></td><td colspan="3">and seek to increase the opportunity for students to engage in the program.</td></tr>
<tr><td rowspan="2">Intended Action Steps
What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</td><td>The program is actively seeking to increase access through collaboration with neighboring high schools and Adult Education to create a bridge program to encompass high school equivalency and the industry-recognized credential through the CHW program.</td><td>In development FY21</td><td>First enrollees FY25</td></tr>
<tr><td>Offering more models in different languages and learning modalities will enhance the accessibility of the program and enhance the ability of graduates to best serve their local communities.</td><td>Remote instruction ongoing in FY21</td><td>Official various modality offerings in FY23, or the conclusion of stay-at-home orders and remote instruction policies of DA.</td></tr>
<tr><td>Resources Needed</td><td colspan="3">The program is increasing at a rapid rate, and administrative support from the department will continue to be necessary, such a part-time coordinator, as well as alignment with additional braided funding opportunities.</td></tr>
<tr><td>Responsibility
Who is responsible for completing or implementing the modifications?</td><td colspan="3">The improvement efforts will be co-lead by the Department of Instruction, the Dean at our satellite campus Arturo Velasquez Institute and other administrator leads.</td></tr>
</table>

Career & Technical Education				
COLLEGE NAME:	**Richard J. Daley College**			
FISCAL YEAR IN REVIEW:	**FY2021**			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Manufacturing Technology	**AAS**	**62**	**15.0613**	**Manufacturing Technology AC** **Computer Numeric Control Machining AC** **Computer Numeric Control Machining BC** **Factory Automation AC, BC** **Safety for Process Technology, BC**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	Students in this program will study manufacturing materials and processes, including basic metallurgy and electricity, as well as print reading and fundamental quality assurance concepts to prepare students with a wide base of knowledge to prepare them for careers in Advanced Manufacturing.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed.	Students demonstrate their success in achieving these objectives through practical hands on demonstration of skills and written assignments and assessments.			

Past Program Review Action What action was reported last time the program was reviewed?	No actions found in prior reviews.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	David Girzadas, Dean of Manufacturing Technology CJ Sikora, Department Chair & FT faculty Cynthia Moreno, Associate Dean of Instruction
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Various industry representatives, community partners and faculty/staff participate on the Advisory Board and provide relevant advice to curriculum.
CTE PROGRAM REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**(0770)** Code Title Hours General Education ENGLISH 101 Composition 3 MATH 125 Introductory Statistics 4 Fine Arts & Humanities 3 Social and Behavioral Sciences 3 Fine Arts & Humanities or Social and Behavioral Sciences 3 Required Program Core 340MFGT 138 Intro to Solidworks 3 340MFGT 139 Print Requirements-Quality Assurance 3 340MFGT 141 Manufacturing Materials & Processes 3 340MFGT 191 Industrial Electricity 4 340MFGT 292 Principles of Mechanisms 3 Program Electives Select 30 credit hours of program electives (p. 1) 30 Total Hours 62 (0725) Code Title Hours Required Program Core ENGLISH 101 Composition 3 MATH 125 Introductory Statistics 4 340MFGT 111 Machining Processes I 3 340MFGT 112 Machining Processes II 3 340MFGT 123 CNC Milling Operations & Programming 3 340MFGT 137 CNC Turning Operations & Programming 3 340MFGT 138 Intro to Solidworks 3 340MFGT 139 Print Requirements-Quality Assurance 3 340MFGT 140 CNC Fundamentals 3 340MFGT 143 Advanced Metrology 3 340MFGT 144 Wire Electrical Discharge Machining 3 340MFGT 207 Introduction to MASTERCAM 3 Total Hours 37 (0726) Required Program Core 340MFGT 151 Introduction to Welding 3 340MFGT 191 Industrial Electricity 4 340MFGT 253 Pneumatics 3 340MFGT 255 Industrial Hydraulics 3 340MFGT 291 Programmable Logic Controllers 3 340MFGT 292 Principles of Mechanisms 3 340MFGT 295 Electrical Motor Controls 3 Total Hours 22 (0727) Required Program Core ENGLISH 101 Composition 3 MATH 125 Introductory Statistics 4 340MFGT 111 Machining Processes I 3 340MFGT 145 Computer Integrated Manufacturing (CIM) 3 340MFGT 151 Introduction to Welding 3 340MFGT 152 Intermediate Welding 3 340MFGT 191 Industrial Electricity 4

	340MFGT 253 Pneumatics 3 340MFGT 255 Industrial Hydraulics 3 340MFGT 291 Programmable Logic Controllers 3 340MFGT 292 Principles of Mechanisms 3 340MFGT 295 Electrical Motor Controls 3 Total Hours 38 (0826) Required Program Core STTRDE 126 Machining Processing I 3 STTRDE 127 Machining Processes II 3 STTRDE 128 Computer Numerical Control Fundamentals 3 STTRDE 129 CNC Milling Operations & Programming 3 STTRDE 130 CNC Turning Operations & Programming 3 Total Hours 15 (0412) Required Program Core 340PRTE 124 Introduction to Process Technology 4 340PRTE 125 Safety, Health and Environment 6 Total Hours 10
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Math 125 requirement is 4 credit hours as well as the Industrial Electricity 191 course is 4 credit hours leading to a total of 62 credit hours.
INDICATOR 1: NEED	***RESPONSE***

1.1 What is the labor market demand for the program?

With the increased retirements of the baby boomer generation, the skills gap in manufacturing is widening. Though headlines capture the fact that industry is offshoring and moving out of high wage rate areas reducing the overall job pool the actual quantity of openings and available jobs continue to grow due to the pace of retirements out pacing the rate of reduction in manufacturing jobs. With this, the job market is very strong and the need for skilled personnel in all areas of manufacturing is a current number one priority for manufacturers. It is expected that there are 2 unfilled jobs for every placement in advanced manufacturing.

SOC	SOC Description	Annual Openings	Hourly Earnings ($ MED)	Hourly Earnings ($ PCT 10)	Entry Level Education
51-2041	CNC Machining	11	18	13	HS or Equivalent
51-4011	CNC Machining	50	18	12	HS or Equivalent
51-4012	CNC Machining	14	27	18	HS or Equivalent
51-4031	CNC Machining	41	15	9	HS or Equivalent
51-4032	CNC Machining	4	14	10	HS or Equivalent
51-4033	CNC Machining	40	16	12	HS or Equivalent
51-4034	CNC Machining	13	19	13	HS or Equivalent
51-4035	CNC Machining	4	19	13	HS or Equivalent
51-4041	CNC Machining	304	18	11	HS or Equivalent
51-4081	CNC Machining	30	19	11	HS or Equivalent
51-4111	CNC Machining	9	26	16	HS or Equivalent
51-4194	CNC Machining	2	19	14	HS or Equivalent
51-4199	CNC Machining	4	17	9	HS or Equivalent

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The rate of decrease in total jobs in the industry has decreased and the increased rate of open jobs due to increased retirements have produced an environment with more job openings and more opportunities for skilled employees. ***Historical Analysis and Future Outlook*** **SOC** / **SOC Description** / **Change % 2011 - 2016** / **Change % 2016 - 2021** 51-2041 CNC Machining -6% -12% 51-4011 CNC Machining 1% -2% 51-4012 CNC Machining 1% -4% 51-4031 CNC Machining -11% -18% 51-4032 CNC Machining -12% -18% 51-4033 CNC Machining -11% -18% 51-4034 CNC Machining -12% -17% 51-4035 CNC Machining -11% -15% 51-4041 CNC Machining 1% -4% 51-4081 CNC Machining -5% -13% 51-4111 CNC Machining -10% -22% 51-4194 CNC Machining -10% -16% 51-4199 CNC Machining -10% -1% Chicago resides within Cook County, which represents the largest percentage of jobs in Illinois (43% as of Q4 2015) (source: www.bls.gov/regions).
1.3 What labor market information sources are utilized?	Bureau of Labor Statistics Data

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?)	Daley's Recruitment Team has several ongoing recruitment initiatives particularly geared toward Advanced Manufacturing. We have provided tours at MTEC for local high schools, virtual events, email social media and print marketing. Bogan HS, Kennedy HS and Hubbard HS recently participated in Maker Space workshops; three students who participated in the Maker Space workshops registered for the Advanced Manufacturing program, with more anticipated to complete testing and eventual enrollment in the program. The enrollment team has also assisted students with on and off-site pre-registration workshops, reaching approximately 200 students recently. We provide new student orientations, and run summer programs to build interest. Also, we partner with local community organizations to involve them in the recruitment activities. Over the past seven years, the recruitment team has built and maintained a high level of communication with our network of college and career coaches, college counselors at both private and public institutions, and the CPS network team in building partnerships with our local feeder high schools. These relationships have allowed the Daley team to have high visibility and ongoing contact with students, teachers and parents at events throughout the district. Such events include classroom presentations, application workshops, parent presentations, parent advisory meetings, and coordinating financial aid and advising workshops for students entering Daley College. Further, we also recruit from local employers by offering classes at schedules convenient for working adults with either am or pm start times.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Advisory Board and feedback from local work partners and industry leaders made recommendations to the new curriculum to align with industry needs.

<table>
<tr><td>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.</td><td>New recruiting strategies as outlined above are being implemented. Also, new courses are being developed to allow students additional new pathways. Further this new program will be better suited for HS early college applications.</td></tr>
<tr><td>INDICATOR 2:
COST EFFECTIVENESS</td><td>RESPONSE</td></tr>
<tr><td>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
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.)?</td><td><table><tr><th>Credit Unit Cost Calc</th><th>FY 2017</th></tr><tr><td>Salaries</td><td>$ 216,238</td></tr><tr><td>Benefits</td><td>$ 19,978</td></tr><tr><td>Services</td><td>$ 12,767</td></tr><tr><td>Supplies and Equipment</td><td>$ 8,720</td></tr><tr><td>Budget total</td><td>$ 257,703</td></tr></table>
In comparison to other programs within our college, Manufacturing's budget is higher due to the cost of maintenance to the machinery and the cost of machinery and supplies.

Many grants have been awarded to offset the cost of the program including monies to be used for student scholarships.</td></tr>
<tr><td>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.</td><td>This program is mainly supported by tuition and fees. Perkins also provides substantial support for supplemental purposes such as new equipment and replacement equipment and does not affect the sustainability of the program. Further, we aggressively apply for grants to augment the program budgets.</td></tr>
<tr><td>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</td><td>Faculty and administration will work on building solid course schedules to meet the needs of the student body. The program will ensure that classes will be cancelled if thresholds are not met.</td></tr>
</table>

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?	<table><tr><td>Budget total</td><td>$ 257,703</td></tr><tr><td>Credits</td><td>1038</td></tr><tr><td>Cost per Creidt Hour</td><td>$ 248</td></tr><tr><td></td><td></td></tr><tr><td>Daley Average</td><td>$161</td></tr><tr><td>CCC Average</td><td>$268</td></tr></table> Students complete the Free Application for Federal Student Aid and if eligible will use federal grant money to pay for their education.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The new pursuit of grant funding is being developed into a new capability for our organization to provide the ability to maintain our high level of program curriculum and educational capacity with up to date equipment and instruction.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	We have a new Manufacturing Technology and Engineering Center that now provides state of the art advanced manufacturing and engineering facilities and equipment that allows us to renew curriculum and hands on training to reflect current technology as well as to provide an exciting environment to help build interest and enrollment in this program. The facility and equipment is the result of industry partner and advisory board input during the life of the project to ensure that current industry needs are fulfilled by the new capabilities. With this we are developing new courses to expand offerings in the various manufacturing technologies.
3.2 What are the identified or potential weaknesses of the program?	Recruiting and marketing efforts have been recently upgraded and approaches re-designed and it is too early to determine effectiveness. The new facility and equipment are an asset with recruiting and we have markedly increased interest and excitement and are waiting to see how these new efforts result in increased enrollment.

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?	Courses are delivered in a traditional lecture and lab format in these classes. We have begun to offer accelerated mini sections of classes to allow students to complete two classes in one semester during successive 8-week mini sessions which has had good initial success. We will continue to try innovative scheduling methods of delivery.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[3]? 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.	The Manufacturing Technology program was considered a Program of Study as defined by Perkins prior to the introduction of Perkins V. To reauthorize the program as a Program of Study an application has to be submitted to ICCB for approval as a part of the Perkins plan.
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.	The program meets all or most of the guidelines of a career pathway. 6. It identifies the certifications, licenses, and industry recognized credentials that state, regional, and local employers require. 7. The program leads to jobs in increasingly high-skill, high-wage, and/or high-demand industries. 8. The program ensures participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services 9. The program offers job placement assistant services that are tailored to participant needs at different points along the pathway. 10. The program offers participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable

[3] 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.

3.6 What innovations have been implemented or brought to this program that other colleges would want to learn about?	New training equipment that includes modern controls and sensor technology has been implemented in our new lab facility to provide foundational skills and building blocks to train students on. These technologies include automation and manual technologies and include hands on skill demonstration to improve the training experience. Equipment manufacturing partners and training equipment partners were consulted with in addition to employer partners to develop this equipment configuration.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	We are currently working with a Chicago Public School High Schools on CNC Machining programs at Austin Tech. and Bowen HS. We are working with Prosser HS to develop a welding lab and CAD dual credit training space on their campus. The Prosser facilities are being constructed over the summer of 2019 and expect to develop the program for the following term. We are working other local schools such as Bowen and Hubbard to take advantage of their close proximity to our campus and new facilities to implement dual credit programs.
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?	Each student has practical hands on training with industrial grade equipment as part of the lab experience. In the labs in addition to demonstration of proper technique and knowledge of equipment, students frequently perform projects and design and build items for use in our facilities. Examples include building the new welding tables that will be used on our new welding lab and this past winter performing weld repair on the college snow plow to repair damage, programming an inspection machine, or operating a CNC lathe or Mill.
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).	Industry accreditation is required in the form of NIMS (National Institute for Metalworking Standards) accreditation for this program. We follow American Society for Quality Standards and NIMS standards and teach students to these standards and utilize the NIMS certificates as part of our CNC program as a method to standardize and ensure quality in this program. Students are offered to opportunity to achieve NIMS credentials as part of the program.

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	As stated above, we offer NIMS credentials for students as part of this program.
3.11 Is this an apprenticeship program? If so, please elaborate.	We have an apprenticeship opportunity available with a local rapid transit seating manufacturer. Students take classes 2 days per week and work part time to complement the training in each setting. We currently have one cohort progressing and are working on a second cohort to begin this program in Fall of 19. We are working with other manufacturers to develop apprenticeships. We applied for and obtained a grant to develop apprenticeship navigator infrastructure for these programs as a pilot project.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Articulation agreements with: • Southern Illinois University agreement for their IMAE program • Illinois Institute of Technology for their Applied Engineering program • Governors State for their Industrial Management Program Our college advisors and transfer center offer support services to students interested in transferring to other institutions.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We have formed several new partnerships including: American Gear Manufacturing Association to establish a National Gear manufacturing Training Center on Campus, National Coalition of Certification Centers to bring new training curriculum to our programs, Lincoln Electric to bring state of the art equipment to this program, Calumet Area Industrial Commission to bring the Promise Grant tuition, Books and Supplies scholarships to this program. Among others.

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?	Professional development opportunities for faculty continue to be a priority and ongoing. The Manufacturing Department believes that, when instructors learn more about teaching, they improve student success. The Daley administration has supported several opportunities for faculty development both within the college and throughout CCC. Additionally, CCC continues to host annually a district-wide faculty development week during August. During the first two days, faculty from every CCC campus are required to attend workshops that have been developed by faculty or administration. This affords teachers the opportunity to dialogue with peers from other CCC colleges and from within the same discipline. During the last three days of the week, in collaboration with the Daley administration, further professional development opportunities are offered at Daley's campus. Per the Local 1600 CBA, CCC must provide professional development funds to each CCC institution for faculty to attend conferences, take classes, pay professional memberships, and purchase materials to use in their teaching. All Manufacturing faculty have taken advantage of these opportunities. Lastly, CCC offers both semester and full-academic sabbaticals to full-time instructors, who require released time from instruction to pursue academic goals that will benefit themselves and the college. The Department has access to Carl Perkins Grant that provides financial support for faculty to attend conferences, workshops and trainings. Our FT faculty and adjuncts have participated in the following professional development opportunities:

	<table><tr><th>Professional Development</th><th>FT/PT</th><th>Program Faculty Attendance</th></tr><tr><td>Zeiss SEM Training</td><td>Both</td><td>4</td></tr><tr><td>NC3 Metrology Training</td><td>Both</td><td>2</td></tr><tr><td>NC3 Termination Training</td><td>PT</td><td>1</td></tr><tr><td>NC3 Torque Training</td><td>FT</td><td>1</td></tr><tr><td>DC Grant Writing Workshop</td><td>FT</td><td>1</td></tr><tr><td>Fanuc Training for CNC</td><td>PT</td><td>1</td></tr><tr><td>Talents in teaching Workshop</td><td>PT</td><td>2</td></tr><tr><td>Zeiss CMM Training</td><td>Both</td><td>3</td></tr><tr><td>Hiden Gas Analyzer Training</td><td>FT</td><td>2</td></tr><tr><td>Tensile Tesster Training</td><td>FT</td><td>1</td></tr><tr><td>SME Heat Treating Workshop</td><td>FT</td><td>1</td></tr><tr><td>Hexagon Metrolgy CMM Training</td><td>FT</td><td>1</td></tr><tr><td>Miller Welding Instructor Training</td><td>FT</td><td>2</td></tr><tr><td>Master CAM Certification Workshop</td><td>Both</td><td>4</td></tr><tr><td>IPG Laser Training</td><td>Both</td><td>3</td></tr><tr><td>Greenlee NC3 Workshop</td><td>FT</td><td>1</td></tr><tr><td>AWS Certified Welding Instrution Workshop</td><td>FT</td><td>1</td></tr><tr><td>Major Scientific Training</td><td>FT</td><td>1</td></tr></table>
3.16 What is the status of the current technology and equipment used for this program?	The facilities and equipment for this program are in a new $45MM, 50K Sq. Ft building, with $5MM of new advanced manufacturing equipment to support this program as well as the other programs in our engineering and advanced manufacturing pathways. This new equipment allows training on state of the art equipment in a exciting new facility and allows us to expand offerings to meet industry partner needs.
3.17 What assessment methods are used to ensure student success?	Course evaluation surveys are completed by students in courses taught by adjunct professors, Embedded techniques include hands on performance of skills such as demonstration of production of a specific part to a blueprint utilizing the process being taught. We are in the process of implementing a Graduate Completion survey as well as an Employer Satisfaction survey as described in sections 3.20 and section 3.22.
3.18 How are these results shared with others at the institution for continuous improvement?	Faculty will receive the student evaluations and will have an opportunity to discuss these with the Department Chair and Dean of Manufacturing.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Faculty members have informally discussed the successes of various instructional methods used. The curriculum was revised to be reflective of the revised trends in the workforce.
3.20 How satisfied are students with their preparation for employment?	We are planning to develop a Graduate Follow up survey to determine student satisfaction with preparation of employment. The plan is to develop and implement this survey for the graduates from each spring semester beginning in the spring of 2022. The plan is for this survey to be administered to completers prior to their leaving campus at the end of the spring semester each year.
3.21 How is student satisfaction information collected?	The plan for the graduate Follow up survey is outlined in 3.20 above.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers have been engaged in numerous ways in this program including through advisory boards, new facility layout reviews for the new building, equipment selection decisions for the new facility, curriculum reviews for course revisions and new course development, presentation of career options to classes, participation in career exploration expo events, designing work study opportunities, suggestions for new curriculum, recruitment assistance and being open for tours and exposure of students to their processes and equipment to generate interest in persistence with pursuing completion.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee meets twice per year. Once in the Spring semester and once in the Fall semester. We share our advisory committee with Wilbur Wright College who also is in our CCC district and offers a CNC BC and AC program. We have had approximate from 40 to 90 attendees at recent advisory board meetings.
3.24 How satisfied are employers in the preparation of the program's graduates?	Feedback has been positive and interest high in pursuing program graduates to local firms that perform these manufacturing functions.

3.25 How is employer satisfaction information collected?	We will be surveying employers in the Fall 2021 semester and will pursue this survey electronically and in person at the fall advisory board meeting. The plan is to take this survey once per year going forward.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Review of the program resulted in the construction and equipping of the new MTEC facility and upcoming plans to revive this curriculum. We are in the process of revising and expanding course offerings to reflect current industry demands and inputs with the intention of being aspirational and allowing students to pursue careers in engineering and advanced manufacturing beyond their initial interests due to the nature of the new environment and diverse technologies offered.
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.	Need to increase our student enrollment and retention numbers. We are excited about the updates to our curriculum and introduction of new Manufacturing courses. One of our barriers is the lack of student understanding of the manufacturing program and the many high paying jobs available within this sector.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	*ADVANCED MANUFACTURING*				
CIP CODE	*15.0613*				
	16-17	*17-18*	*18-19*	*19-20*	*20-21*
NUMBER OF STUDENTS ENROLLED	*75*	*68*	*76*	*113*	*77*
NUMBER OF COMPLETERS	*12*	*8*	*11*	*14*	*3*
OTHER (PLEASE IDENTIFY)	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
How does the data support the program goals? Elaborate.	The main goal of this CTE program is to prepare students for employment in their field of study. The program was experiencing declining enrollment up until 3 years ago. The 2 years leading up to the 2020 pandemic have seen a reversal and good program				

<table>
<tr><td></td><td>growth. However, the pandemic has now eliminated this growth progress. Efforts over the past 3 years to improve the program have been significant. We are now implementing a renewed effort and focus on recruiting and enrollment to attract students to the exciting world of advanced manufacturing with our new facilities through the new equipment and upcoming curriculum changes. The plan is to reverse the declining enrollment and provide a new source of competitive advantage for advanced manufacturing and engineering in the region through this newly and substantially revised program.</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td>Demographic data was reviewed against the population of the college and the district.</td></tr>
<tr><td>Were there gaps in the data? Please explain.</td><td>There were no gaps in the data observed.</td></tr>
<tr><td>What is the college doing to overcome any identifiable gaps?</td><td>The college is working on an equity plan to ensure all students have supports needed to meet their goals. Tutoring programs, early alert systems, instructor awareness, and additional creative supports such as a food pantry have been provided and are continuing to be developed.</td></tr>
<tr><td>Are the students served in this program representative of the total student population? Please explain.</td><td>
<table>
<tr><td></td><td>FY 18 - 19</td><td></td><td></td></tr>
<tr><td></td><td>African American</td><td>Hispanic</td><td>White</td></tr>
<tr><td>Daley College</td><td>20.2%</td><td>60.8%</td><td>16.1%</td></tr>
<tr><td>Advanced Manufacturing</td><td>38.0%</td><td>50.0%</td><td>10.0%</td></tr>
<tr><td>CCC District</td><td>31.1%</td><td>44.5%</td><td>14.4%</td></tr>
<tr><td>Chicago</td><td>32.4%</td><td>28.9%</td><td>31.7%</td></tr>
</table>
</td></tr>
<tr><td>Are the students served in this program representative of the district population? Please explain.</td><td>See the data above. The Advanced Manufacturing program has a higher percentage African American than the city, district and college. Also the Advanced Manufacturing program has a higher percentage of Hispanic students than the district and the city. Richard J. Daley is a Hispanic serving institution which reflects the surrounding community.</td></tr>
<tr><td colspan="2">Review Results</td></tr>
<tr><td>Action</td><td>☒ Continued with Minor Improvements
☐ Significantly Modified
☐ Placed on Inactive Status
☐Discontinued/Eliminated
☐ Other (please specify)</td></tr>
<tr><td>Summary Rationale
Please provide a brief rationale for the chosen action.</td><td>There is great student interest in this CTE pathway and there is great employer interest in this pathway. We have a brand new facility and extensive new equipment to perform great training activities for our students, community members and employers. We now have new curriculum in the implementation phase and</td></tr>
</table>

	will be replacing these programs with the new courses, BC's, AC's and AAS's in the new program.
Intended Action Steps What are the action steps resulting from this review?	1. Implement Employer satisfaction survey 2. Implement graduate satisfaction survey 3. Complete new program implementation plans to replace these programs. 4. Continue renewed recruitment activities

Academic Disciplines	
College Name:	Richard J. Daley College
Academic Years Reviewed:	2016-2021
Discipline Area:	Social Sciences
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives/goals of the discipline?	The Social Science program offers general education courses from seven different disciplines. These courses are required parts of the AA, AS and AAS degrees, allowing students to meet their requirements in social sciences. Many of our classes also meet the human diversity requirement. The department's offerings also allow students planning to transfer to four-year institutions to take core classes that will advance them toward a four-year degree. Our classes introduce students to the analytical models of the various social sciences, exposing them to the methods that social scientists use to describe, analyze and predict human behavior. Students learn disciplinary-specific modes of critical thinking, research and writing, all skills that provide a foundation for future learning.

To what extent are these objectives being achieved?	Our department succeeds in offering a wide range of classes across seven different disciplines. All of our classes are transferable. We have been carrying out a program of assessment of our classes and the extent to which students are reaching their learning objectives. Currently, we are looking at learning objectives related to critical thinking in four classes, History 142, History 215, Psychology 201 and Sociology 201. In Fall Semester 2020, students in History 142 and History 215 were assessed on the learning objective "Assess the reliability of a primary source and discuss the conclusions that can be drawn from it." • 6 students from 1 section of History 142 completed the assessment, which consisted of two questions. o On question 1, 83% of students scored at "Emergent" or above, exceeding the target of 70%. o On question 2, 17% scored at "Proficient," well below the target of 70% • For History 215, 12 students from 1 section completed the assessment. o On question 1, 75% of students scored at "emergent" or above, exceeding the target of 70%. o On question 2, 50% scored at "proficient," below that target of 70%. Students in Psychology 201 were assessed on the learning objectives 1. "Evaluate the ethical practice of psychology and relate such understanding to their own values and those of others" and 2. "Develop insight into the behaviors and mental processes of oneself and others and translate this knowledge into improved personal, social and community living." • 25 students from 1 section of the class completed the evaluation. o Overall, 52% of students received a rubric score of "outstanding," 20% received a score of "very good," 0 received a score of "satisfactory," and 28% received a score of "unsatisfactory." o These rates fall below the projections of 70% receiving "outstanding," 20% receiving "very good," 5% receiving "satisfactory," and 5% receiving "unsatisfactory." Students in Sociology 201 were assessed on the learning objectives 1. "Develop insight into the behaviors and mental processes of oneself and others and translate this knowledge into improved personal, social and community living," and

	2. "Develop insight into the behaviors and mental processes of oneself and others and translate this knowledge into improved personal, social and community living." • 12 students from 1 section of the class completed the assessment. o Overall, 50% received a rubric score of "proficient," 42% received a score of "fair" and 8% received a score of "poor." o This significantly exceeds the projections of 20% receiving proficient, 60% receiving fair, and 20% receiving poor.
How does this discipline contribute to other fields and the mission of the college?	Social science classes all contribute to Daley College's core competencies for general education: Communicate effectively: Most of our courses make writing or oral communication a central part of the requirements of the class. Students receive instruction and practice in communication skills through disciplinarily appropriate assignments. Think creatively, analytically, and critically: Analytical and critical thinking are central parts of the social sciences, and all of our classes focus on developing these skills as they introduce the methods and practices of the discipline. Appreciate diversity: Human diversity is an important focus of many of our classes; 10 of our classes (38% of our offerings) are designated as human diversity classes. The social sciences focus on the study of people, so engagement with diversity is a critical part of our fields. Quantitatively reason: analysis of data is a central part of the methodology of many social science disciplines. Through our courses, students are exposed to the ways that social scientists use quantitative data in their research and to evaluate the use of that data. Value ethics: ethical questions are an important area of concern in social science disciplines. In our courses, students encounter and engage with the important questions that emerge from the study of people through the social sciences. In addition to our contribution to the college's general education competencies, our classes also complement other programs within the college. Fields such as economics, history, psychology and sociology all provide necessary background and context for other fields, such as arts and humanities, business, and criminal justice.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The department was just beginning to develop an assessment plan at the time it was last reviewed. Over the last five years, it has developed a stronger and more consistent assessment program.

Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Major curricular changes are made at a district-wide level. Faculty from each discipline meet regularly to discuss that discipline, and they decide to initiate curricular adjustments based on their review of the current conditions in it. If significant changes are warranted, they inform the leadership at each college or initiate the district-wide process for curricular change.
1.2 How will students be informed or recruited for this discipline?	Students are recruited into the college through the district's marketing campaign. Once enrolled, students meet with an assigned advisor, who plays an important role in directing students into their classes. Advisors play a significant role in bringing students into the program's classes. We work closely with the advisors to keep them informed about our class offerings. There are two advisors designated as liaisons with particular knowledge of our department and its offerings, and faculty meets with the advisors regularly to maintain communication. In addition, we maintain bulletin boards with information about specific disciplines within the department.
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?	No new degrees or major options were added. Classes were added in two new disciplines: African American Studies and Anthropology. Both were disciplines that the department had offered in the past, but which had not been offered recently. In both cases, the decision to offer the classes was made based on an evaluation of student need and demand.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The department offers 26 different courses across all seven disciplines. By a significant margin, the highest enrollment is in Psychology 201. Sociology 201 and Economics 201 see the next-highest enrollment numbers.
Indicator 2: Cost Effectiveness	**Response**

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?)	The only cost associated with the department are instructor salaries and benefits. As of Fall 2020, total expenses were $674,043.03 As of Spring semester 2021, the department employs four full-time faculty members and 27 part-time faculty members.
2.2 What steps can be taken to offer curricula more cost-effectively?	The department has no discretionary expenses to be reduced.
2.3 Is there a need for additional resources?	The department needs more full-time faculty members. The most important need is an economics instructor, as we have no full-time faculty member in the field who can provide curricular guidance for the discipline, which is one of our most popular ones. Some classrooms need improvements, especially better window coverings and dry erase boards.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Sections Psychology 201, 207, and 211, and Sociology 201 have all been offered in a hybrid format. We have also started to offer sections of Psychology 201 and 207 in an online asynchronous format since fall 2020. We have also experimented with offering Psychology 201 in unusual schedules, including as an intercessory class between fall and spring semesters, and as an 8-week class.
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?	The college compares success rates by looking at retention and student success rates.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time faculty members go through a post-tenure review process approximately every four years. During that process, evaluations are solicited from students and faculty are observed in the classroom among other evaluations. Students fill out evaluations of adjunct faculty every semester, and each semester, one-fourth of all adjuncts undergo class observations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	At the beginning of fall semester, the college holds a faculty development week, with professional development workshops every day. Around two days of faculty development take place before spring semester. Training in classroom technology is available to faculty in sessions offered over the course of the year.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	The department chair and three adjunct faculty members have been actively involved in IAI panel reviews.

3.6 How does the discipline identify and support "at-risk" students?	Faculty are asked to identify at-risk students through assessments within the first three weeks of the semester and to use the Navigate platform to issue early alerts about them to the advising department. Faculty are strongly encouraged to issue alerts for any students they identify as being at risk of failing through the remainder of the semester as well. Faculty are encouraged to contact at-risk students and develop a plan with them to improve their performance in the class. They are referred to support services such as tutoring and the Wellness Center as appropriate.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Social Sciences is housed in the same department as two other programs, Child Development and Criminal Justice. All three programs have similar disciplinary foundations, and faculty in all three programs work closely together. The program also works closely with the honors program. The program is also working with other programs to develop complementary sections of courses that students are encouraged to enroll in concurrently, so far, those have been partnerships between History and Philosophy, and Political Science and Speech.
3.8 What does the discipline or department review when developing or modifying curriculum?	Faculty within the discipline look at enrollment trends and expressions of student interest when deciding to introduce new classes. Individual instructors look at student success rates, assessment data, and information from student evaluations to determine what changes to their classes are necessary.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Our administration, especially the Office of the Dean of Instruction monitors retention and success rates. If a problem is detected, the Dean of Instruction works with the instructor to address it.
3.10 How does the college determine student success in this discipline?	Through analysis of retention and success rates.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Looking at student interest and enrollment trends have led to the introduction of some new classes, such as Introduction to African-American Studies and US Latinx History that help to better serve the needs of our students.
List any barriers encountered while implementing the discipline.	

No major barriers.

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	Social Science				
Course Title	Africana Studies 101: Introduction to African American Studies				
Course Description	Survey of African-American Studies from an interdisciplinary perspective; team-taught course utilizing expertise of African-American Studies staff, embraces five basic categories of the African-American Studies program. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	N/A	83	112	127	182
Credit Hours Produced	N/A	249	336	381	546
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	92%	71%	76%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	H2 909D	H2 909D	H2 909D	H2 909D
How does the data support the course goals? Elaborate.	The class has shown steady enrollment growth, showing that it is serving a strong demand from students.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Enrollments are roughly similar between men and women and between Black and Hispanic students.				
Academic Course Review Results					
Intended Action Steps	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle				

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Anthropology 202- Cultural Anthropology				
Course Description	Comparative study of human societies and cultures of the world; cross-cultural investigation of social organization and political, economic, religious, and family systems. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	NA	NA	NA	19	32
Credit Hours Produced				57	96
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				84%	53%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)				**S1 901N**	**S1 901N**
How does the data support the course goals? Elaborate.	Newly introduced class, insufficient data to do meaningful analysis.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				

Were there identifiable gaps in the data? Please explain.	Insufficient data.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Economics 201- Principles of Economics I				
Course Description	Covers macro or income analysis; includes money, income determination, public finance, and economic development. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	234	210	136	166	156
Credit Hours Produced	702	630	408	498	468
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85%	75%	76%	78%	65%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901	S3 901	S3 901	S3 901	S3 901

How does the data support the course goals? Elaborate.	Class has shown strong and steady enrollment, showing high student demand. The decline in enrollment between years 2 and 3 reflect a decision to even out a previously very lopsided balance between sections of Economics 201 and 202.
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Class has seen a small increase in enrollment by Black students. Balance between men and women is roughly equal.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Economics 202- Principles of Economics II				
Course Description	Covers micro or price analysis; includes the markets, production function, income distribution, and international trade. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	65	62	95	115	147
Credit Hours Produced	195	186	285	345	441

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	84%	77%	71%	66%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902	S3 902	S3 902	S3 902	S3 902
How does the data support the course goals? Elaborate.	Class has shown a steady increase in enrollment, showing that it is meeting a strong student need.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Class attracts slightly higher percentage of men than women. Class has shown a slight increase in enrollment by Black students over the five 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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	History 111-History of the American People to 1865				
Course Description	Exploration of the new world and its colonization; study of colonial life with emphasis on cultural heritage and the American Revolution; emergence of American nation traced through major trends and events in economic, political, cultural, social and intellectual affairs; includes past and present American cultural patterns. Writing assignments, as appropriate to the discipline, are part of the course				
	Year 1	Year 2	Year 3	Year 4	Year 5

	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students Enrolled	18	71	45	76	42
Credit Hours Produced	54	213	135	228	126
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	75%	82%	95%	69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900	S2 900	S2 900	S2 900	S2 900
How does the data support the course goals? Elaborate.	Class enrollments have fluctuated, but have generally been increasing, especially after adding additional sections in years 3 and 4. Decline in year 5 reflects the removal of a dual credit section due to disruptions from the pandemic. Success rates fluctuate, but are overall very strong.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Significant majority of students enrolling are Hispanic.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Sciences
Course Title	History 112- History of the American People from 1865

Course Description	American history from the close of the Civil War to the present; political and economic developments, and social, intellectual and cultural changes. This course will emphasize the study of underrepresented groups in American History like women, African-Americans, Latinos, and Native-Americans. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	110	49	55	65	43
Credit Hours Produced	330	147	165	195	129
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71%	78%	73%	71%	71%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 901	S2 901	S2 901	S2 901	S2 901
How does the data support the course goals? Elaborate.	Enrollments have fluctuated a bit, but are overall steady.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Enrollments are much higher for Hispanic students, but number of Black students has remained fairly steady 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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Sciences				
Course Title	History 113- American Labor History				
Course Description	Labor movements development in the United States; worker issues such as wages, hours, working conditions are analyzed within their historical context; labor legislation, collective bargaining, social insurance, government intervention and prospects for organized labor are examined in their historical setting. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	19	78	82	79	76
Credit Hours Produced	57	234	246	237	228
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68%	53%	55%	47%	54%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					Updated Form 13 Forthcoming. See Appendix A for Transferability to Chicago State, NEIU, and UIC
How does the data support the course goals? Elaborate.	The class is offered exclusively online. Enrollments have been consistently strong. Low success rates are concerning. More research is needed on overall success rates between online and face to face delivery of classes to put these rates into context.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Enrollment shows a strong and steady draw across all racial groups; because the class is online, it draws from the city as a whole and reflects the demographics of the whole city.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	History 141- History of World Civilization to 1500				
Course Description	Definition and flowering of the classical civilizations of Eurasia, Africa, and the Americas. Emphasizes environment, cultural diffusion, and technology as shaping forces in world history; empires and trade links; the major religious systems to 1500 C.E. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	134	134	97	88	52
Credit Hours Produced	402	402	291	264	156
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65%	75%	66%	68%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 912N	S2 912N	S2 912N	S2 912N	S2 912N
How does the data support the course goals? Elaborate.	Enrollment decline between year 2 and year 3 reflect the end of a dual credit partnership. More research needed to investigate how to improve success rates.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	In recent years, class has seen many more men than women enroll. Class has seen a declining enrollment of Black students, in line with overall decline in Black enrollment at the 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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	History 142- History of World Civilization from 1500				
Course Description	Effects of the military, scientific, industrial, and democratic revolutions on the balance of civilization after 1500 C.E. Topics include: the gunpower empires; the "Columbian exchange;" colonialism and the price revolution; capitalism and liberalism in global perspective; nationalism and dictatorship; the century of total war; the shifting world balance in the new millennium. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	116	92	102	65	28
Credit Hours Produced	348	276	306	195	84
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66%	60%	82%	63%	46%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 913N	S2 913N	S2 913N	S2 913N	S2 913N
How does the data support the course goals? Elaborate.	Enrollment in class has been declining; one factor is the end of a dual credit program between year 3 and year 4. Success rates have been fluctuating, but research is needed into how to improve them.				

What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Significant majority of enrolled students are Hispanic, in line with college demographics. Enrollment of Black students has remained fairly steady.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	History 215- History of Latin America				
Course Description	Political and constitutional history of principal Latin American nations; European, American and Indian backgrounds, movements for independence, and social and economic movements pertinent to their present relationships with the United States. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	186	182	152	122	81
Credit Hours Produced	558	546	456	366	243
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	62%	53%	43%	68%	77%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 920N	S2 920N	S2 920N	S2 920N	S2 920N
How does the data support the course goals? Elaborate.	Enrollment has declined, partially reflecting a greater balancing between class offerings in history. Success rates have fluctuated, more research is needed into how to improve them.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Class has seen a significant decline in enrollment among Black students.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	History 216- US Latinx History				
Course Description	History, development and contributions of persons of Latin American origin or ancestry in the United States with emphasis on those of Mexican, Puerto Rican and Cuban background; includes pre-colonial origins in America, Europe and Africa; development of distinct cultures in the Western Hemisphere; migration patterns to the United States; development of communities in the United States and directions in the Chicago area. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21

Number of Students Enrolled	NA	NA	NA	NA	24
Credit Hours Produced					72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					S2 923D
How does the data support the course goals? Elaborate.	New class, insufficient data to analyze.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Class is too new for meaningful analysis.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science
Course Title	History 247- African History to Colonial Period

Course Description	Historical background of Africa south of the Sahara; pre-colonial and cultural development including tribal histories, impact of colonialism and development of African nationalism. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	75	33	34	9	10
Credit Hours Produced	225	99	102	27	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	52%	76%	67%	10%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 920N	S2 920N	S2 920N	S2 920N	S2 920N
How does the data support the course goals? Elaborate.	Class has seen a notable decline in enrollment. More research needed into reasons for low success rates and how to improve them.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Enrollment has remained at roughly equal numbers between Black and Hispanic students and between men and women.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science
Course Title	Political Science 200 – Principles of Political Science
Course Description	Basic principles of political science. History, theories, and various traditional and modern approaches to the study of political institutions and ideas. Writing assignments, as appropriate to the discipline, are part of the course.

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	NA	33	21	NA	NA
Credit Hours Produced		99	63		
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		72%	43%		
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S5 903**	**S5 903**	**S5 903**	**S5 903**	**S5 903**

How does the data support the course goals? Elaborate.	Insufficient data for meaningful analysis.
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Insufficient data for meaningful analysis.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.

Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science
Course Title	Political Science 201- The National Government
Course Description	Development, organization, and functioning of the American national government; origin, growth, and interpretation of the Constitution; and legislative, executive, and judicial processes; administrative development, controls, organization and activities. Successful completion of this course may be used to fulfill the graduation requirement to pass the United States Constitution examination. Writing assignments, as appropriate to the discipline, are part of the course.

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	181	158	71	72	63
Credit Hours Produced	543	474	213	216	189
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	73%	79%	76%	68%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S5 900**	**S5 900**	**S5 900**	**S5 900**	**S5 900**

How does the data support the course goals? Elaborate.	Course has seen significant enrollment declines; the reasons for that need to be investigated.
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Enrollment is higher among Hispanic students, in line with the demographics of the college.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.

timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Political Science 203- Comparative Government				
Course Description	Principles of comparative study of political systems; political culture, governmental structures and institutions, political parties, groups, and ideology; understanding of political systems other than American. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	13	11	33	NA	12
Credit Hours Produced	39	33	99		36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77%	36%	48%		75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S5 905**	**S5 905**	**S5 905**	**S5 905**	**S5 905**
How does the data support the course goals? Elaborate.	Enrollment has remained mostly steady over the years examined. Reasons for low success rate need to be investigated.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Low enrollment numbers make meaningful analysis 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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Political Science 204- International Relations				
Course Description	Study of international relations, analysis of international behavior; role of nation-state and international organizations; factors underlying the development, character, and application of foreign policy; war and peace; major social and political forces at work in the contemporary world system. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	25	18	16	18	NA
Credit Hours Produced	75	54	48	54	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64%	83%	88%	94%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S5 904**	**S5 904**	**S5 904**	**S5 904**	**S5 904**
How does the data support the course goals? Elaborate.	Enrollment has remained fairly steady. Success rates are very high for this class.				

What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Enrollment by ethnic group is in line with college demographics. Enrollment by gender is roughly equal.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Pol Sci 207- US State and Local Government				
Course Description	Study of state and local political jurisdictions and systems, including their powers, organization, functions, development and contemporary problems. This course will examine the American federal system with special emphasis directed to the governmental structures and public policies of Illinois. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	NA	NA	NA	7	NA
Credit Hours Produced				21	
Success Rate (% C or better) at the end of the course,				100%	

excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S5 902**	**S5 902**	**S5 902**	**S5 902**	**S5 902**
How does the data support the course goals? Elaborate.	Insufficient data for meaningful analysis.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Insufficient data for meaningful analysis.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Psychology 201- General Psychology				
Course Description	Historical survey of psychology and a study of the sensory and perceptual processes: learning, thinking, remembering, emotional behavior, motivation, mechanism of adjustment, and the total personality. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21

Number of Students Enrolled	733	632	582	651	650
Credit Hours Produced	2199	1896	1746	1953	1950
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81%	79%	82%	76%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S6 900**	**S6 900**	**S6 900**	**S6 900**	**S6 900**
How does the data support the course goals? Elaborate.	Enrollments are extremely high and have remained steady, reflecting a very high student demand.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Course has much higher enrollment among women.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science
Course Title	Psychology 207- Child Psychology

Course Description	Development, adjustment, and psychological problems of the child from birth through adolescence; relationship of scientific psychological findings to practical methods of child guidance and training by parents, teachers, and others. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	56	59	90	64	85
Credit Hours Produced	168	177	270	192	255
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	88%	81%	69%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903	S6 903	S6 903	S6 903	S6 903
How does the data support the course goals? Elaborate.	Some fluctuation in enrollment, but overall strong. With the exception of year 4, very high success rates.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Significantly higher enrollment by women than men.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Psychology 211- Social Psychology				
Course Description	Analyzes development of personality structures and patterns: cultural environment, social roles and status, attitude formation, personality types and measurement of personality. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	86	85	92	42	55
Credit Hours Produced	258	255	276	126	165
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	92%	89%	83%	87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S8 900	S8 900	S8 900	S8 900	S8 900
How does the data support the course goals? Elaborate.	Enrollment decline between year 3 and year 4 in part reflects decision to stop offering a section in summer term. Success rates are very high for the class.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Significantly more women enroll in the class than men.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.

Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science
Course Title	Psychology 213- Abnormal Psychology
Course Description	Abnormal behavior and its social significance; symptoms and dynamics of psychological disorders; neuroses and psychosomatic reactions, sociopathic psychoses; consideration of therapies and theories of prevention. Writing assignments, as appropriate to the discipline, are part of the course.

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	22	68	63	68	62
Credit Hours Produced	66	204	189	204	186
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	88%	86%	94%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PSY 905	PSY 905	PSY 905	PSY 905	PSY 905

How does the data support the course goals? Elaborate.	Enrollment in the class is strong and steady. Very high success rates.
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Significantly higher enrollment among women.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Social Science 101- General Course I Social Science				
Course Description	A survey of subject matter and concepts selected from the disciplines of anthropology, psychology, and sociology. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	179	122	72	76	41
Credit Hours Produced	537	366	216	228	123
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70%	66%	65%	64%	85%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S9 900**	**S9 900**	**S9 900**	**S9 900**	**S9 900**
How does the data support the course goals? Elaborate.	A steady decline in enrollment over the years examined. More study needed to determine how to address declining enrollments and low success rates.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Greater concentration of Hispanic enrollment, in line with overall college enrollment.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Social Science 102- General Course II Social Science				
Course Description	A survey of subject matter and concepts selected from the disciplines of economics, geography, history, and political science. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	99	33	108	54	12
Credit Hours Produced	297	99	324	162	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	82%	81%	63%	58%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S9 901**	**S9 901**	**S9 901**	**S9 901**	**S9 901**
How does the data support the course goals? Elaborate.	Large fluctuations in enrollment, heavily reflecting the status of dual credit offerings. Overall, a steady decline in enrollment in on campus offerings. Reasons for decline in enrollment need to be investigated and addressed.				

What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.
Were there identifiable gaps in the data? Please explain.	Greater enrollment by Hispanic students, in line with overall college enrollment.

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Sociology 201- Introduction to the Study of Society				
Course Description	Characteristics of group life, the effect of the group on human conduct, and the interrelationships between society, culture, and the individual. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	251	230	213	261	176
Credit Hours Produced	753	690	639	783	528
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	78%	77%	73%	68%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S7 900**	**S7 900**	**S7 900**	**S7 900**	**S7 900**
How does the data support the course goals? Elaborate.	Enrollments are very high and have remained steady- there was a decline in year 5, possibly related to the disruptions of the pandemic response, which seems to have affected sociology enrollments disproportionately.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Much heavier enrollment of women in sociology courses.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science				
Course Title	Sociology 203- Marriage and the Family				
Course Description	Study of the family as a dynamic social institution; emphasis on love, sex, dating, courtship and marriage, child rearing, marital problems, and divorce. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	90	47	32	9	28

Credit Hours Produced	270	141	96	27	84
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68%	77%	53%	55%	79%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S7 902**	**S7 902**	**S7 902**	**S7 902**	**S7 902**
How does the data support the course goals? Elaborate.	Significant fluctuations in enrollment, but a notable decline from the high numbers of year 1. Reasons for enrollment decline and low success rates need to be investigated and addressed.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Significantly higher enrollment by women in sociology classes.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science
Course Title	Sociology 205- Social Problems
Course Description	Understanding current social problems. This class explores the genesis, significance, and amelioration of social problems. Writing assignments, as appropriate to the discipline, are part of the course.

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	95	78	57	67	13
Credit Hours Produced	285	234	171	201	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	62%	79%	64%	85%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S7 901**	**S7 901**	**S7 901**	**S7 901**	**S7 901**
How does the data support the course goals? Elaborate.	Enrollments have fluctuated, but remained fairly high. Year 5 is a notable exception; this may be a reflection of the disruptions from the response to the pandemic, which seems to have affected sociology enrollments disproportionately.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Significantly higher enrollment by women in sociology classes overall.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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	Social Science

Course Title	Sociology 207- Sociology of Sex and Gender				
Course Description	Examines the difference between behavior based on what society says is appropriate in order to be masculine or feminine. Examines the question of what forces in society are most influential in determining the place or men and women with special emphasis on power. Examines how this influence works through the process of socialization and core social institutions, including marriage and family, education, religion, the economy, and politics. Writing assignments, as appropriate to the discipline, are part of the course.				
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Number of Students Enrolled	172	172	101	102	24
Credit Hours Produced	516	516	303	306	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77%	80%	59%	65%	75%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	**S7 904D**	**S7 904D**	**S7 904D**	**S7 904D**	**S7 904D**
How does the data support the course goals? Elaborate.	Significant decline in enrollment in year 5 may be related to disruptions from the pandemic response, which seems to have affected sociology enrollments disproportionately. Reasons for decline in student success rate need to be investigated.				
What disaggregated data was reviewed?	Enrollment and student success rates by race and ethnicity, gender, and age.				
Were there identifiable gaps in the data? Please explain.	Significantly higher enrollment by women in sociology courses overall.				

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.	The department will continue to develop its assessment program, led by our department assessment coordinator. We are currently in the middle of an assessment cycle. Over the course of the 2021-2022 academic year, we plan to expand assessment in Sociology 201 and Psychology 201 to include sections taught by adjuncts.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review shows that we need to continue to develop a strong and consistent program of assessment in order to identify the areas where the most improvement is needed in meeting learning outcomes.
Resources Needed	The support of the Director of Research and the Office of Instruction in obtaining data.

Responsibility Who is responsible for completing or implementing the modifications?	All full-time faculty are responsible for planning and implementing our assessment program, with the Assessment Coordinator leading the process. All instructors of the relevant classes, both full- and part-time will be responsible for implementing any indicated changes.

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:	2019 – 2021
Review Area:	Student Activities
Program Summary Please provide a brief overview of the program or service being evaluated.	**MISSION STATEMENT:** Student Activities at Daley College is committed to enhancing the student experience outside of the classroom by encouraging students to participate in leadership opportunities, fostering active and responsible student clubs and organizations, and embracing a diverse program calendar that celebrates Daley's rich multicultural heritage. Student Activities also oversees the Student Government Association and related clubs.

Prior Review Update Describe any improvements or modifications made since the last review.	This summary will be based on the start of the current Student Activities Director, effective January of 2019. We have updated to our mission statement to include the value and importance extracurricular activities in our student academic portfolio. In these efforts our programs have been intentional on providing learning through a service aspect. This not only diversifies the student's development but also benefits the community. The Office of Student Activities has been working closely with the Athletics department in planning for the eSports program. This space will be available for students interested in extracurricular activities, such as the Gaming Club, as well as our eSports competitive team. Our programming includes collaborative events with a multitude of departments within Daley College as well as with the other student activities departments within CCC. Additionally, efforts have been made to engage our Adult Education learners. The goal is to create a connection through co-curricular programs so students in the ADED program will feel connected to the college and foster retention while cultivating lifelong learning. One of the most notable improvements and modifications has been the participation in the Diversity and Inclusion Committee for programming and development for students. The Office of Student Activities along with SGA will work in tandem with other committee members to form an inclusive, committee that will offer programming that represents a variety of cultures, holidays, events. This programming will also represent and support those with different physical abilities and members of the LGBTQ+ population.

What are the program/service strengths?	• In 2019/2020 FY, the Office of Student Activities started a community service initiative whereby members of the Student Government Association's (SGA) leadership team had to sponsor a service event for the Daley community.
	  o During this time students packed and distributed back to school items for students, collected coats for the homeless, volunteered with Christmas in the Ward and worked with the DA Breast Cancer Awareness committee to collect needed items.
	• Starting in the fall of 2020 the SGA continued the service tradition by donating boxed lunches to the homeless and distributed Dignity bags to local shelter. In 2021, the Office of Student Activities will launch a chapter of the National Society of Leadership and Success (NSLS).
	  o The NSLS is an organization that provides a life-changing leadership program that helps students achieve personal growth, career success and empowers them to have a positive impact in their communities.
	  o NSLS currently has **722 chapters, the NSLS and over 1,421,336 members nationwide. Two of those chapters include our sister colleges, Kennedy King College and Wilbur Wright College.**
	
	Additionally, during these unprecedented times the Office of Student Activities along with SGA has continued to provide engaging programs throughout the year by sponsoring services and support to students in a virtual environment. SGA has further extending their budget to support current as well as future events for students.

Based on the review, what are the identified challenges of the program or service?	• One of our biggest challenges has been student engagement. Even before the necessity of providing virtual programming, student engagement was limited to a small percentage of the Daley population. o Although Student Activities and clubs have held a variety of events, the attendance, unless held in the lobby, were in low numbers for new and/or first-time attendees. Additionally, students who sought to launch a new club found it difficult to find a faculty/staff member to serve as their Advisor. Student engagement virtual challenges also exist due to "Zoom fatigue." We have been experimenting with cross-college collaborations and instructor involvement to increase participatory numbers. • Another concern is a data management system to adequately and efficiently collect co-curricular student engagement data. o Brightspace has shown to not be as effective in reaching students and it's use conflicts with the Department of Instruction. o As a work-around, Navigate was made available. Along with the other campuses, the Student Activities Directors have been in communication with Campus Solutions as a platform to help with these challenges. This platform provides an array of opportunities to collect, manage and process data. Due to email fatigue, students have identified that the best source of notification is via social media. Although social media resources are available they are not easily accessible. • Lastly, are the budget limits of this department. Hosting programs require funding. The amount of funds allocated to this department do not align with the cost of services or fees. As a result, this office has to submit a proposal requests to the SGA for financial assistance, to which approval could vary from each leadership team.

Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	1. Collaborative efforts to identify a virtual platform for student events that would support calendars, management protocols, contact/follow up capabilities, and data storage/conversion. As well as social media access. 2. Establish a Diversity and Inclusion sub-committee consisting of staff, faculty, students to collaborate on annual programming. 3. Recruit several faculty and/or staff members to serve as advisors for student clubs. 4. Continue collaborations with the other CCC Student Activity departments.

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:	2016-2021
Review Area:	Athletics
Program Summary Please provide a brief overview of the program or service being evaluated.	Richard J. Daley College Athletics Department provides intercollegiate and intramural sporting opportunities for students. The Athletics Department offers faculty, staff, and students the use of two fitness centers, a swimming pool, and a gymnasium. Athletics encompasses the health and wellness of the college community, along with offering athletic competitions for varsity athletes against other two-year colleges through the National Junior College Athletic Association (NJCAA). The Athletics Department provides a variety of services. These include: • Varsity Sports – 4 currently offered (men's basketball, women's basketball, men's soccer and women's soccer) • Intramurals – 5 sports offered at this time (men's basketball, women's basketball, coed dodgeball, coed indoor soccer and coed volleyball) • Fitness Center • Open Gym • Nutritionists • Athletic Trainer • Open Swim • Swimming Lessons • Fitness Interns • Special Olympics' Club • Esports

Prior Review Update Describe any improvements or modifications made since the last review.	The short-term goal of the department is to cater to the health and wellness of the college community, including providing extra-curricular services. A long-term goal of the department is to offer a plethora of opportunities that assist student athletes in obtaining degrees, succeeding in competition, and transferring to four-year institutions, where they may continue participating in sports. Connecting students to the college increases engagement and the likelihood that students will persist and complete their degrees. Employers often deem extra-curricular activities to be as important as grades. Student athletes learn social skills, team-building skills, interpersonal skills, and work ethic. At Daley, coaches help instill these life skills, along with the fundaments of the sport coached. The department staff work with athletes to communicate with their teammates, opponents, officials, coaches, opposing coaches, and fans. Student athletes are held to a high standard.

What are the program/service strengths?	The strengths of the Athletics Department are: 1. Provide student-athletes with opportunities to engage in the extra-curricular benefits of Daley and show pride in their college through sports. Daley currently offers men's basketball, women's basketball, men's soccer, and women's soccer. Teams compete through NJCAA tournaments. The mission of the NJCAA is to foster a national program of athletic participation within an environment that supports equitable opportunities consistent with the educational objectives of member colleges. 2. Assist student athletes in achieving academic success. Student athletes must maintain at least a 2.0 GPA and enroll in a minimum of 12 credit hours each semester, in order to participate in athletics, per NJCAA requirements. 3. Offer health and wellness programs for the Daley community. Daley provides a variety of healthy lifestyle options for its community. The fitness center is staffed over 30 hours per week between Monday and Friday and is available to faculty, staff, and students. Daley's additional location, Arturo Velazquez Institute (AVI), offers a fitness center, as well. The fitness centers are equipped with cardio equipment, weight machines, and free weights. There is on site athletic trainer, who can assist with fitness and wellness questions. Intramurals are also offered as extra-curricular options for faculty, staff, and students. Other wellness opportunities provided include dance, workout programs, and nutrition workshops. 4. Promote the health and safety benefits of learning to swim for Daley faculty, staff, students and community. The Athletics Department and Continuing Education work together to oversee the aquatics programs at Daley. The aquatics program offers free open swim to the college community 16 hours per week and provides swim lessons to children and adults. The aquatics program works in conjunction with the American Red Cross "Learn to Swim" program. *2019-2020* • GPA and Academic Honors o Fall GPA for all student athletes was 2.40 o Spring GPA for all student athletes was 2.64 o Full academic year GPA for all student athletes was 2.51 o Women's Soccer Team achieved a GPA of 2.96 GPA for Fall Semester o Women's Soccer Team achieved a GPA of 3.07 GPA for Spring Semester o Women's Soccer Team achieved a GPA of 3.02 GPA for Academic Semester o 19 student athletes ended the fall semester with a GPA above 3.0. Three earned a GPA of 4.0

	o 14 student athletes ended the spring semester with a GPA above 3.0. Two earned a GPA of 4.0 • Iliana Manrique, from the women's soccer team, received the First Team NJCAA Academic Student-Athlete Award. • Retention Rate o 78% of student-athletes returned to school from fall to spring • Graduation o 12 student-athletes received an Associate's Degree o 9 student-athletes received a Certificate • **Aquatics** • Intramurals o Five sports offered, including Men's Basketball, Women's Basketball, Coed Dodgeball, Coed Indoor Soccer, and Coed Volleyball. • Fitness Center o AVI Fitness Center is open three times a week (Monday, Wednesday, Friday) to enrolled student, employed staff, or faculty during the semester o Daley Campus Fitness Center is open Monday - Friday to enrolled student, employed staff, or faculty during the semester • Health and Wellness Opportunities o HIV and STI Testing and Education – 3 Events, 280 participants o Kidenymobile (medical screenings and health information) - 284 participants o Sports Psychology Workshop for student athletes - 12 participants o Open Gym offered for students to play basketball *<u>2020-2021</u>* • Athletic season postponed due to Pandemic o Special Olympics' Club was created (4) student members joined o Planning of E-sports to be implemented Fall 2021 o Fitness Center used by our IMAN/Weekend Warriors Program and Malcolm X PFT Group Exercise instruction to provide health and wellness awareness • Health and Wellness Opportunities o Health Care (insurance) enrollment - 8 events, 68 participants o Wellness 101 workshop - 25 participants

Based on the review, what are the identified challenges of the program or service?	The Athletics Department will work with coaches and students to ensure student success in the sport and in the classroom. 1. The Athletics Department staff guide student athletes toward graduation and four-year transfer, in order to help them pursue their educational and athletic goals. Coaches help monitor the success of student athletes in and out of the classroom. 2. Providing study tables, tutoring, and regular meetings with advisors often result in student athletes being able to achieve their associate degree and transfer to a four-year school. 3. Expand health and wellness programs for the Daley community and our student athletes. Work in collaboration with the Wellness Center to ensure our athletes are prepared physically and mentally to be successful. 4. Evaluate the cost of the programs and continue to expand the athlete waivers to encourage more participation in the sports program.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	**Improvements and Rationale for Action** • Work with Tutoring to generate reports to oversee student-athletes visiting the academic support center. • Increase awareness of the intramural sports we offer to provide health options for students • Create A Captains Council – Round table for student athletes to make a difference at Daley • Increase number of computers in study hall to help improve/increase student retention and GPA • Work with coaches to develop a comprehensive and aggressive athlete recruiting plan • Work with faculty to create mentorship program • Develop end of year student surveys to improve current offerings • Continue to work with student development team (Wellness/Career Services) to help provide guidance for life after athletics • Continue to increase the number of swim lessons offered at Daley College

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:	2017-2021
Review Area:	Office of Business Services
Program Summary Please provide a brief overview of the program or service being evaluated.	At Richard J. Daley College, the Office of Business Services (OBS) is committed to protecting the assets of the college by ensuring policies and procedures are adhered to, while maintaining the financial integrity of the institution. In collaboration with the City Colleges of Chicago (CCC), OBS is dedicated to effectively partnering with internal and external customers (i.e., faculty, students, staff and community/business partners) in providing quality, courteous and timely services, as well as continuously improving accounting and financial services for the campus. OBS's primary responsibilities include: accounts payable, accounts receivable, budget control, cash management, payroll, purchasing, grants analysis, as well as interpreting and communicating business policy and procedures. OBS has full-service business offices at both the main campus and our additional location, Arturo Velasquez Institute.

Prior Review Update Describe any improvements or modifications made since the last review.	**<u>Improvements/Modifications</u>** 1. FY 2017 – FY 2021 > Upgrades to payment portals for online payments for student account tuition & fees, facilities rental, and child care fees. 2. FY 2017 – FY 2020 > Annual/Biennial upgrades to existing student system, financial system, human resources system, and time & attendance system. Training was provided to staff, as needed. 3. FY2019 – FY2021 > OBS team members (all levels) participate on committees established by the president. 4. FY 2020 > Time & Attendance for designated employee populations converted to electronic process to improve payroll processing and analysis. 5. FY 2020 - 2021 > Virtual Business Office student services provided via Zoom and dedicated office email address. Telephone voicemails are converted to email messages. 6. FY 2021 > Improved scholarship payment approval process via financial system upgrade.

What are the program/service strengths?	OBS provides exemplary and supportive services to the institutional, instructional, and student functions of the college that assists students in reaching their educational goals. Tasks are accomplished by a professional and dedicated staff through adherence to, and in compliance with, sound business practices, policies and procedures, and regulatory agencies' requirements. The department outcomes are measured to ensure that CCC resources are safeguarded. The OBS strengths lie within the well-trained team members who complete responsibilities in functional areas including: cash management, student accounts analysis, accounts receivable, purchasing, accounts payable, grants monitoring, and payroll. Additionally, many of the team members participate on and contribute to committees deployed by the president as a shared governance decision-making process. **Outcomes** **Table 1. Office of Business Services 2017-2020 Outcomes**

Outcomes	2017	2018	2019	2020
Number of purchase orders processed	518	576	612	525
Payroll processed for # employees	624	620	619	604
Grants Budgets Monitored	$2.6 mil	$2.5 mil	$2.0 mil	$2.9 mil
Operating Budget Managed	$25.9 mil	$25.3 mil	$25.5 mil	$25.5 mil

Based on the review, what are the identified challenges of the program or service?	1. Due to the COVID-19 pandemic (FY20-FY21), current challenges result from the need to retool processes and train staff for working remotely. • Filing systems and forms were converted from hard copies to electronic files. • Payment collections were shifted to almost exclusively online which presented a needed culture shift and minor issues for cash-paying students. 2. Due to a low enrollment trend for the past several years, budget reductions and reprioritizations required some cost-cutting measures. • Staff reductions in the OBS and other college departments. • Smaller staffing inhibits cross-training opportunities.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	To address the challenges and to ensure continuity of operations and excellent service, we intend to complete the following action steps: 1. Continue to streamline procedures and train staff for remote working business processes. 2. Continue to improve virtual student services and other virtual services provided to our business partners. This includes enrollment process collaborations with other student service departments like advising, financial aid, admissions, and records. 3. Request budget increase to hire new positions in the OBS as we begin to restructure responsibilities for in-person and remote work. This also includes improved opportunities for cross-training of functional areas.

Prior Review Supplemental Information

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

COLLEGE NAME:	Richard J. Daley College
FISCAL YEAR REVIEWED:	2021
REVIEW AREA/PROGRAM:	BC – Safety for Process Technology
ACTION	☐ Continued with minor improvement ☐ Significantly modified ☒ Discontinued/Eliminated ☐ Placed on inactive status ☐ Scheduled for further review ☐ Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	This 2 class program, a Basic Certificate in Safety for Process Technology, 10 credit hours, Program number 0412 is not currently being offered. The program is being updated and integrated into the new curriculum being developed for advanced manufacturing at Daley College to build a process for students to develop the basic skills they need and then once they are familiar with the options and careers within manufacturing to decide which area of specialty they are interested in pursuing. This program is being re-developed in response to industry request for new personnel in the refinery industry in the areas surrounding the college.

Prior Review Supplemental Information

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

COLLEGE NAME:	Richard J. Daley College
FISCAL YEAR REVIEWED:	FY2021
REVIEW AREA/PROGRAM:	*BASIC CERTIFICATE MANAGEMENT/MARKETING*
ACTION	☐ Continued with minor improvement ☐ Significantly modified ☒ Discontinued/Eliminated ☐ Placed on inactive status ☐ Scheduled for further review ☐ Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	This Basic Certificate in Management/Marketing offered as a 18 credit certificate, Program number 0023 is currently not being offered. The management & Marketing BC program has been dormant over the past 5 years. The Business Chair agrees that opportunities to reintroduce the Management & Marketing program to key stakeholders will improve its awareness and sustainability over the next 5 years.

Prior Review Supplemental Information

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

COLLEGE NAME:	Richard J. Daley College
FISCAL YEAR REVIEWED:	FY2021
REVIEW AREA/PROGRAM:	*BC – FAMILY CHILDCARE BUSINESS*
ACTION	☐ Continued with minor improvement ☐ Significantly modified ☒ Discontinued/Eliminated ☐ Placed on inactive status ☐ Scheduled for further review ☐ Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	**This 1 class program, a Basic Certificate in Family Childcare Business, 1.5 credit hour, Program number 0831 is currently not being offered. It was determined that students were not able to find employment by enrolling in the one course.**

Prior Review Supplemental Information

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

COLLEGE NAME:	Richard J. Daley College
FISCAL YEAR REVIEWED:	FY2021
REVIEW AREA/PROGRAM:	*BASIC CERTIFICATE – REAL ESTATE BROKER PRE-LICENSURE*
ACTION	☐ Continued with minor improvement ☐ Significantly modified ☒ Discontinued/Eliminated ☐ Placed on inactive status ☐ Scheduled for further review ☐ Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	The Basic Certificate Real Estate Broker Pre-Licensure, 7 credit hours, 2 class program, Program number 0833 has not been offered for new students since Summer 2016. The program is being reevaluated and potentially integrated within the Continuing Education program.

Appendix A – Transferology Lab Reports for History 113

Chicago State University

1 Match

The matches below indicate specific courses you may be awarded after transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your choice of major.

Courses from:

City Colleges Of Chicago-Richard J Daley College

- HISTORY113 UNITED STATES LABOR HISTORY 2021 ➜ HIST1XX

  Notes about the transfer rule for HISTORY 113

  HIST1XX: 1000 Transfer Course

Transferology Lab Version: 1.9.2.13, Build: TRNS-LPROD9-JOB1-20 09/20/2021 02:33 PM

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Northeastern Illinois University

1 Match

The matches below indicate specific courses you may be awarded after transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your choice of major.

Courses from:

City Colleges Of Chicago-Richard J Daley College

- HISTORY113 UNITED STATES LABOR HISTORY 2021 ➜ HIST199

  Notes about the transfer rule for HISTORY 113

  HIST199: 100 Level Transfer Elective

Transferology Lab Version: 1.9.2.13, Build: TRNS-LPROD9-JOB1-20 09/20/2021 02:33 PM

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University of Illinois Chicago

1 Match

The matches below indicate specific courses you may be awarded after transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your choice of major.

Courses from:

CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE

- HISTORY113 UNITED STATES LABOR HISTORY 2021 ➜ UPUS

  Notes about the transfer rule for HISTORY 113

  UPUS: Will satisfy one of the following General Education Content Areas: The Past or U.S. Society requirement.

This transfer pathway displays equivalencies between two schools that lead to at least one degree and is intended for use in planning a student's education. The providing school(s) have done their best to ensure the accuracy of the pathway, however students are strongly encouraged to speak with advisors at each school before enrolling in courses.

Select a partner school City Colleges Of Chicago-Richard J Daley College

PATHWAYS FROM CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE TO UNIVERSITY OF ILLINOIS

Pathway

Chicago

Anthropology - GAT F22
Biochemistry - GAT F22
Biological Sciences - GAT F22
Black Studies - GAT F22
Chemistry - GAT F22
Classical Studies - GAT F22
Communication - GAT F22
Criminology, Law, and Justice - GAT F22
Earth & Environmental Sciences - GAT F22
Economics - GAT F22
English - GAT F22
Entrepreneurship - GAT F22
French Studies - GAT F22
Gender and Womens Studies - GAT F22
Germanic Studies - GAT F22
History - GAT F22
Integrated Health Studies - GAT F22
Latin American and Latino Studies - GAT F22
Philosophy - GAT F22

PATHWAYS FROM CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE TO UNIVERSITY OF ILLINOIS

Pathway

Chicago

Physics - GAT F22
Polish Russian European Studies - GAT F22
Political Science - GAT F22
Psychology - GAT F22
Sociology - GAT F22
Undecided Liberal Arts - GAT F22

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