ILLINOIS COMMUNITY COLLEGE BOARD

2012 PROGRAM REVIEW

RICHARD J. DALEY COLLEGE
ONE OF THE CITY COLLEGES OF CHICAGO

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JULY 2012

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Table of Contents

A.A.S. in Computer Information Systems (11.0103)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 11.0103

Career Cluster   Information Technology

Career Pathway   Information Support Services

Program of Study   Information Sciences and Systems

Community College Program Title: Associates of Applied Science in Computer Information Systems	**Degree Type** 03

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Associates of Applied Science in CIS

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	67	57	29
Program Awards	14	7	4

The objective of the program is to introduce students to the study of basic business and technical principles used in programming and operating personal computers. Advances in technology have increased the computer's application in the factory, the office, and the telecommunications industry. As computer use grows, so will the need for workers who are able to cope with change and adapt to new technologies.

From Table 1, it can be seen that there has been a continuous decline in enrollment and, subsequently, in awards for the Associates of Applied Science (A.A.S.) in Computer Information Systems (CIS) at Daley College. Between FY09 and FY11, there was a 57% decrease in students indicating the desire to complete an A.A.S. in CIS and a 71% decrease in students obtaining a degree. The decreases are attributable to the perceived relevancy (to students) and difficulty of the CIS programs. The program is currently being revised (see further explanation below). The A.A.S. in CIS requires students to complete 60 credit hours. The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The CIS Department has 3 full-time and 6 part-time faculty members.

In spring 2012, the A.A.S. in CIS was aligned with industry certification in order to more readily meet employer needs. There has been a continuous effort made to focus on class scheduling and review of the program requirements to ensure a clear path that leads students to A.A.S. completion.

In FY2012, as a result of the City Colleges of Chicago (CCC) Reinvention initiative, a district-wide revision of all CIS programs was recommended. During spring 2012, the revision was approved by all CCC CIS Departments and submitted to District Office for administrative review and approval. The program revision is expected to be implemented in FY14.

To meet the demands in Information Technology, the CIS Department is continuously reviewing the program for improvement. The goals of the program include not only supplying the community with a workforce that meets industry certification standards but also providing students with the necessary technical skills required within the digital work environment.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a degree or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

B.C. in Computer Information Systems (11.0401)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 11.0401

Career Cluster Information Technology

Career Pathway Information Support and Services

Program of Study Information Sciences and Systems

Community College Program Title:	Degree Type
Basic Certificate in Computer Information Systems	30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Basic Certificate in CIS

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	3	0	0
Program Awards	20	9	21

The objective of the program is to introduce students to the study of basic business and technical principles used in programming and operating personal computers. Advances in technology have increased the computer's application in the factory, the office, and the telecommunications industry. As computer use grows, so will the need for workers who are able to cope with change and adapt to new technologies.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in Computer Information Systems (CIS). Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there has been a 5% increase in the number of students awarded a Basic Certificate in CIS. The Basic Certificate requires students to complete 12 credit hours within CIS. The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The CIS Department has 3 full-time and 6 part-time faculty members.

In spring 2012, the Basic Certificate in CIS was aligned with industry certification in order to meet employer needs. The certificate has been redesigned so that students can complete concentrations in the areas of computer systems (A+), applications (MOS), networking (CCNA), Internet (CIW) and database (Oracle). There has been continuous effort made to focus on class scheduling and review of the program requirements to ensure a clear path that leads students to Basic Certificate completion.

In FY2012, as a result of the City Colleges of Chicago (CCC) Reinvention initiative, a district-wide revision of all CIS programs was recommended. During spring 2012, the revision was approved by all CCC CIS Departments and submitted to District Office for administrative review and approval. The program revision is expected to be implemented in FY14.

To meet the demands in Information Technology, the CIS Department is continuously reviewing the program for improvement. The goals of the program include not only supplying the community with a workforce that meets industry certification standards but also providing students with the necessary technical skills required within the digital work environment.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

A.C. in Computer Information Systems (11.0401)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 11.0401

Career Cluster
Information Technology

Career Pathway
Information Support Services

Program of Study
Information Sciences and Systems

Community College Program Title:	Degree Type
Advanced Certificate in Computer Information Systems	20

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Advanced Certificate in CIS

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	0	0
Program Awards	3	8	0

The objective of the program is to introduce students to the study of basic business and technical principles used in programming and operating personal computers. Advances in technology have increased the computer's application in the factory, the office, and the telecommunications industry. As computer use grows, so will the need for workers who are able to cope with change and adapt to new technologies.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete an Advanced Certificate in Computer Information Systems (CIS). Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there were no certificate completers in FY11. Despite this fact, there was a 167% increase in the number of students awarded an Advanced Certificate in CIS from FY09 to FY10. The Advanced Certificate requires students to complete 30 credit hours within CIS. The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The CIS Department has 3 full-time and 6 part-time faculty members.

In spring 2012, the Advanced Certificate in CIS was aligned with industry certification in order to meet employer needs. There has been continuous effort made to focus on class scheduling and review of the program requirements to ensure a clear path that leads students to Advanced Certificate completion.

In FY2012, as a result of the City Colleges of Chicago (CCC) Reinvention initiative, a district-wide revision of all CIS programs was recommended. During spring 2012, the revision was approved by all CCC CIS Departments and submitted to District Office for administrative review and approval. The program revision is expected to be implemented in FY14.

To meet the demands in Information Technology, the CIS Department is continuously reviewing the program for improvement. The goals of the program include not only supplying the community with a workforce that meets industry certification standards but also providing students with the necessary technical skills required within the digital work environment.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

B.C. in Networking Systems and Technologies (11.0901)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 11.0901

Career Cluster
Information Technology

Career Pathway
Network Systems

Program of Study
Computer Systems Networking and Telecommunications

Community College Program Title: Basic Certificate in Networking Systems and Technologies	Degree Type 30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards - Basic Certificate in NET TEC

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	0	0
Program Awards	3	5	9

The objective of the program is to introduce students to the study of basic business and technical principles used in programming and operating personal computers. Advances in technology have increased the computer's application in the factory, the office, and the telecommunications industry. As computer use grows, so will the need for workers who are able to cope with change and adapt to new technologies.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in Networking Technologies (NET TEC). Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there has been a 200% increase in the number of students awarded a Basic Certificate in NET TEC. The Basic Certificate requires students to complete 18 credit hours within Computer Information Systems (CIS). The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The CIS Department has 3 full-time and 6 part-time faculty members.

In spring 2012, the two NET TEC tracks in which students can earn a Basic Certificate were aligned with industry certification in order to meet employer needs. There has been continuous effort made to focus on class scheduling and review of the program requirements to ensure a clear path that leads students to Basic Certificate completion.

In FY2012, as a result of the City Colleges of Chicago (CCC) Reinvention initiative, a district-wide revision of all CIS programs was recommended. During spring 2012, the revisions was approved by all CCC CIS Departments and submitted to District Office for administrative review and approval. The program revision is expected to be implemented in FY14.

To meet the demands in Information Technology, the CIS Department is continuously reviewing the program for improvement. The goals of the program include not only supplying the community with a workforce that meets industry certification standards but also providing students with the necessary technical skills required within the digital work environment.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

A.C. in Networking Systems and Technologies (11.0901)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 11.0901

Career Cluster Information Technology

Career Pathway Network Systems

Program of Study Computer Systems Networking and Telecommunications

Community College Program Title: Advanced Certificate Networking Systems and Technologies	**Degree Type** 20

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Advanced Certificate in NET TEC

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	0	0
Program Awards	2	0	2

The objective of the program is to introduce students to the study of basic business and technical principles used in programming and operating personal computers. Advances in technology have increased the computer's application in the factory, the office, and the telecommunications industry. As computer use grows, so will the need for workers who are able to cope with change and adapt to new technologies.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete an Advanced Certificate in Networking Technologies (NET TEC). Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there has been no increase in the number of students awarded an Advanced Certificate in NET TEC. The Advanced Certificate requires students to complete 30 credit hours within Computer Information Systems (CIS). The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The CIS Department has 3 full-time and 6 part-time faculty members.

In spring 2012, the Advanced Certificate in NET TEC was aligned with industry certification in order to meet employer needs. There has been continuous effort made to focus on class scheduling and review of the program requirements to ensure a clear path that leads students to Advanced Certificate completion.

In FY2012, as a result of the City Colleges of Chicago (CCC) Reinvention initiative, a district-wide revision of all CIS programs was recommended. During spring 2012, the revision was approved by all CCC CIS Departments and submitted to District Office for administrative review and approval. The program revision is expected to be implemented in FY14.

To meet the demands in Information Technology, the CIS Department is continuously reviewing the program for improvement. The goals of the program include not only supplying the community with a workforce that meets industry certification standards but also providing students with the necessary technical skills required within the digital work environment.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

A.A.S. in Networking Systems and Technologies (11.0901)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 11.0901

Career Cluster
Information Technology Cluster

Career Pathway
Network Systems Pathway

Program of Study
Computer Systems Networking and Telecommunications

Community College Program Title:	Degree Type
Associates of Applied Science in Networking Systems and Technologies	03

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Associates of Applied Science in NET TEC

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	5	11	13
Program Awards	3	4	4

The objective of the program is to introduce students to the study of basic business and technical principles used in programming and operating personal computers. Advances in technology have increased the computer's application in the factory, the office, and the telecommunications industry. As computer use grows, so will the need for workers who are able to cope with change and adapt to new technologies.

From Table 1, between FY09 and FY11, there has been a 160% increase in students enrolled with the intent to complete an Associates of Applied Science (A.A.S.) degree in Networking Technologies (NET TEC) and a 33% increase in the number of students awarded a A.A.S. degree in NET TEC. The A.A.S. degree requires students to complete 60 credit hours. The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The CIS Department has 3 full-time and 6 part-time faculty members.

In spring 2012, the A.A.S. degree in NET TEC was aligned with industry certification in order to meet employer needs. There has been continuous effort made to focus on class scheduling and review of the program requirements to ensure a clear path that leads students to A.A.S. degree completion.

In FY2012, as a result of the City Colleges of Chicago (CCC) Reinvention initiative, a district-wide revision of all CIS programs was recommended. During spring 2012, the revision was approved by all CCC CIS Departments and submitted to District Office for administrative review and approval. The program revision is expected to be implemented in FY14.

To meet the demands in Information Technology, the CIS Department is continuously reviewing the program for improvement. The goals of the program include not only supplying the community with a workforce that meets industry certification standards but also providing students with the necessary technical skills required within the digital work environment.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a degree or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

B.C. in Public Police Services (43.0104)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 43.0104

Career Cluster
Law, Public Safety, Corrections and Security

Career Pathway
Law Enforcement Services

Program of Study
Criminal Justice Studies

Community College Program Title: Basic Certificate in Criminal Justice/Public Police Services	Degree Type 30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Basic Certificate in Public Police Services

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	0	0
Program Awards	1	2	1

The objective of the program is to introduce students to the theory and practice of contemporary criminal justice for those who plan careers as police officers or in other criminal justice positions and for police officers who wish to advance in rank or into administrative levels of criminal justice.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in Public Police Services. Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there were only 4 certificate completers. The Basic Certificate requires students to complete 15 credit hours within Criminal Justice.

In the last two years, course enrollment for this certificate has increased from approximately 15 to 17 sections at the main campus and from 2 to 4 sections at the Arturo Velasquez Institute (AVI) campus. The Criminal Justice Department currently has one full-time professor and 9 adjunct instructors. The Department Chairperson also serves on the Illinois Articulation Initiative panel for Criminal Justice.

The following programmatic improvements are needed:

- Marketing for this program, including certificate brochures
- Additional evening classes at AVI
- A course audit should be implemented for all Criminal Justice certificates and automatically awarded to eligible students

This certificate offers students the opportunity to earn a basic certificate that leads to the completion of an Associate of Applied Science degree in Criminal Justice. This certificate improves a student's chances for obtaining an entry-level position in law enforcement and with correctional agencies that require minimally a high school diploma or GED. Currently, the Chicago Police Department has a hiring freeze for the Police Cadet program which recruits high school graduates interested in policing. However, if hired, a Police Cadet is limited to working 20 hours per week at a Chicago Police facility and must be concurrently enrolled as a full-time college student.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a degree or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

A.C. in Public Police Services (43.0104)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 43.0104

Career Cluster
Law, Public Safety, Corrections and Security Cluster

Career Pathway
Law Enforcement Services

Program of Study
Criminal Justice Studies

Community College Program Title: Advanced Certificate in Criminal Justice/Public Police Services	**Degree Type** 20

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Advanced Certificate in Public Police Services

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	2	2	1
Program Awards	4	5	9

The objective of the program is to introduce students to the theory and practice of contemporary criminal justice for those who plan careers as police officers or in other criminal justice positions and for police officers who wish to advance in rank or into administrative levels of criminal justice.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete an Advanced Certificate in Public Police Services. Data is not collected from students who self-identify as being

enrolled in the program. Information regarding retention is therefore unavailable. The program enrollment numbers listed in the table underreport students who intend to complete the certificate. This is a challenge that is being considered for resolution. Between FY09 and FY11, there was a 125% increase in certificate completers. The Advanced Certificate requires students to complete 30 credit hours within Criminal Justice.

In the last two years, course enrollment for this certificate has increased from approximately 15 to 17 sections at the main campus and from 2 to 4 sections at the Arturo Velasquez Institute (AVI) campus. The Criminal Justice Department currently has one full-time professor and 9 adjunct instructors. The Department Chairperson also serves on the Illinois Articulation Initiative panel for Criminal Justice.

The following programmatic improvements are needed:

- Marketing for this program, including certificate brochures
- Additional evening classes at AVI
- A course audit should be implemented for all Criminal Justice certificates and automatically awarded to eligible students

This certificate offers students the opportunity to earn an advanced certificate that leads to the completion of an Associate of Applied Science degree in Criminal Justice. This certificate improves a student's chances for obtaining an entry-level position in law enforcement and with correctional agencies that require minimally a high school diploma or GED. Currently, the Chicago Police Department has a hiring freeze for the Police Cadet program which recruits high school graduates interested in policing. However, if hired, a Police Cadet is limited to working 20 hours per week at a Chicago Police facility and must be concurrently enrolled as a full-time college student.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a degree or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

A.A.S. in Public Police Services (43.0104)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 43.0104

Career Cluster Law, Public Safety, Corrections and Security

Career Pathway Law Enforcement Services

Program of Study Criminal Justice/Safety Studies

Community College Program Title: Associates of Applied Science in Criminal Justice/Public Police Services	**Degree Type** 03

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Associates in Applied Science in Public Police Services

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	214	208	141
Program Awards	56	52	35

The objective of the program is to introduce students to the theory and practice of contemporary criminal justice for those who plan careers as police officers or in other criminal justice positions and for police officers who wish to advance in rank or into administrative levels of criminal justice.

From Table 1, it can be seen that there has been a continuous decline in enrollment and subsequently awards in an Associates of Applied Science (A.A.S.) in Criminal Justice at Daley College. Between FY09 and FY11, there was a 34% decrease in students indicating the desire to complete an A.A.S. in Criminal Justice, and a 38% decrease in students obtaining a degree. This decrease may be attributable to the lack of hiring

opportunities in public policing in Chicago (see further explanation below). The A.A.S. in Public Police Services requires students to complete 60 credit hours.

In the last two years, course enrollment for this certificate has increased from approximately 15 to 17 sections at the main campus and from 2 to 4 sections at the Arturo Velasquez Institute (AVI) campus. The Criminal Justice Department currently has one full-time professor and 9 adjunct instructors. The Department Chairperson also serves on the IAI panel for Criminal Justice.

The following programmatic improvements are needed:

- Marketing for this program, including certificate brochures
- Additional evening classes at AVI
- A course audit should be implemented for all Criminal Justice certificates and automatically awarded to eligible students

The A.A.S. degree is the culmination of the Basic and Advanced Certificates in Public Police Services. Achieving the degree qualifies a student for entry-level positions in municipal and county law enforcement agencies.   The degree is articulated with several four-year institutions that offer a baccalaureate degree in Criminal Justice.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

B.C. in Private Police Services (43.0109)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

43.0109

Career Cluster Law, Public Safety, Corrections and Security

Career Pathway Security and Protective Services

Program of Study Security and Loss Prevention Services

College Program Title: Basic Certificate in Criminal Justice/Private Police Services	**Degree Type** 30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Basic Certificate in Private Police Services

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	0	0
Program Awards	0	3	8

The objective of the program is to focus students on the study of theory and practice of current trends in private police services, and criminal and civil law for private security officers. The program can lead to promotion to security directors, middle-management positions, or self-employment.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in Private Police Services. Data is not collected from students who self-identify as being

enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there were 11 certificate completers. The Basic Certificate requires students to complete 18 credit hours within Criminal Justice.

The following programmatic improvements are needed:

- Marketing for this program, including certificate brochures
- Additional evening classes at AVI
- A course audit should be implemented for all Criminal Justice certificates and automatically awarded to eligible students

This certificate offers students who do not qualify for English 101 the opportunity to earn a basic certificate in Private Police Services. This allows students who may require English remediation to earn a credential of economic value before the remediation coursework is complete. Currently, the Chicago Police Department has a hiring freeze on police officers. This certificate is recognized by private security agencies and mirrors the 20 credit hours required by the State of Illinois for a person to receive the Unarmed Private Security Card. Students seeking an Associates of Applied Science (A.A.S.) degree in Criminal Justice, including graduates holding an A.A.S. degree in Criminal Justice, sometimes complete coursework to receive this certificate.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

A.C. in Private Police Services (43.0109)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 43.0109

Career Cluster Law, Public Safety, Corrections and Security

Career Pathway Security and Protective Services

Program of Study Security and Loss Prevention Services

Community College Program Title: Advanced Certificate in Criminal Justice/Private Police Services	**Degree Type** 20

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Advanced Certificate in Private Police Services

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	1	0
Program Awards	1	0	4

The objective of the program is to focus students on the study of theory and practice of current trends in private police services and criminal and civil law for private security officers. The program can lead to promotion to security directors, middle-management positions, or self-employment.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete an Advanced Certificate in Private Police Services. Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being

considered for resolution. Between FY09 and FY11, there were 5 certificate completers. The Advanced Certificate requires students to complete 30 credit hours within Criminal Justice.

The following programmatic improvements are needed:

- Marketing for this program, including certificate brochures
- Additional evening classes at AVI
- A course audit should be implemented for all Criminal Justice certificates and automatically awarded to eligible students

This certificate offers students who do not qualify for English 101 the opportunity to earn a basic certificate in Private Police Services. This allows students who may require English remediation to earn a credential of economic value before the remediation coursework is complete. Currently, the Chicago Police Department has a hiring freeze on police officers. This certificate is recognized by private security agencies and mirrors the 20 credit hours required by the State of Illinois for a person to receive the Unarmed Private Security Card. Students seeking an Associates of Applied Science (A.A.S.) degree in Criminal Justice, including graduates holding an A.A.S. degree in Criminal Justice, sometimes complete coursework to receive this certificate.

High schools students can enroll in these courses for dual enrollment. The certificate does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As stated above, the program does lead to a certificate or credential that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

B.C. in Unarmed Security Guard (43.0109)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 43.0109

Career Cluster Law, Public Safety, Corrections and Security

Career Pathway Security and Protective Services

Program of Study Security and Loss Prevention Services

Community College Program Title:	Degree Type
Basic Certificate in Unarmed Security Guard	30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Basic Certificate in Unarmed Security Guard.

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	3	0
Program Awards	0	7	2

In this comprehensive 20-hour Unarmed Security Guard certificate program, the objective is to expose students to officer training as an introduction to public security and basic patrol tactics. This program is offered through Daley's Continuing Education Department.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in Unarmed Security Guard. Data is not collected from students who self-identify as being

enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there were 9 certificate completers. The Basic Certificate requires students to complete 2 credit hours within Continuing Education.

The Unarmed Security Guard program is supported by the Workforce Investment Act and the Chicago Housing Authority as a workforce training program. There have been modest enrollments and completions over the past three years. This is attributable to the economy and interest in the program.

The median annual wage of security guards and gaming surveillance officers was $24,380 in May 2010. The lowest 10 percent of wage earners was $17,210, and the top 10 percent was at least $41,680.

Employment of security guards is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations.

The principle assessment methods used to determine quality assurance for this program include:

- Certification and licensure examination results
- Student surveys
- Analysis of enrollment, demographic and wage data
- Classroom observation of instructors

Since the last review the description of the program has been modified to assist potential candidates in understanding the requirements for the program. The program is an all-inclusive training that provides the criminal background check, certified training, and Illinois State License for the profession. A marketing strategy for the program is needed to find the appropriate audience.

Indices to evaluate cost effectiveness are unavailable.

A.A.S. Electrical Construction Technology (46.0302)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 46.0302

Career Cluster
Architecture and Construction Career

Career Pathway
Construction

Program of Study
Electrician

Community College Program Title	Degree Type
Associates in Applied Science in Electrical Construction Technology	03

Action

☐ Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☒ Other, please specify: ***Continued with no improvements***

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Associates in Applied Science in Electrical Construction

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	685	695	339
Program Awards	8	16	21

The Board of Trustees of Community College District No. 508, Cook of County and State of Illinois partnered with Electrical Joint Apprenticeship Training Trust ("The Trust") to provide an Associates of Applied Science (A.A.S.) in Electrical Construction Technology. The contract was ratified and approved by the Board of Trustees on January 2, 2008. The A.A.S. degree in Electrical Construction Technology requires 65.5 hours. Fifteen credit hours of general education courses are provided through faculty instruction from Daley College. The remaining 50.5 credit hours of technical core courses are provided by the Trust.

Daley College faculty are only responsible for developing and delivering the content, syllabi, and any support materials for the general education courses of the contract. Daley College, as a member of the City Colleges of Chicago, goes through both a local and district-wide course approval process.

The Trust is responsible for delivering the content, syllabi and any support materials for the technical courses for the contract. The Trust has an allocated space at Daley's Arturo Velasquez Institute (AVI) to deliver instruction. Instruction is mainly delivered at their site in Alsip, IL.

From Table 1, between 2009 and 2011, student enrollment dropped 51%. A possible explanation for this decrease is given later below. Despite this, Daley College experienced 163% increase between 2009 and 2011.

This program is closely aligned with the program of study, construction engineering technology programs, which prepares students to help engineers who construct buildings and other structures. Students learn to inspect and manage construction sites. They learn about materials and construction methods. They also learn to read and interpret building plans.

The Trust established the admission requirements of the program with the approval from the Bureau of Apprenticeship and Training, United States Department of Labor. The admission requirements must also meet Daley College's admission requirements.

The recent downturn in the economy since 2008 has caused an interruption of the flow of new apprentices into the program. The program is based on new job openings, and these have declined as the demand for construction jobs has decreased. The economic downturn has also caused many of the apprentices to become delayed in graduation because the minimum on-the-job training hour requirement is not being met. The outlook for the future is better; however, it continues to be a slow recovery for the electrical construction industry.

In 2011, Daley College recently sought and received approval from the Higher Learning Commission to offer this contractual agreement for the A.A.S. in Electrical Construction Technology. Students are able to use financial aid for the general education courses offered within the degree. The courses offered by the Trust are not financial-aid eligible. Students pay tuition and fees, for their general education courses, to Daley College. The tuition and fees for the technical courses go to the Trust.

As stated above, students must be admitted to this apprenticeship program. This degree does not have a direct entry path for high school students. Students must be high school graduates in order to participate in this program.

Indices to evaluate cost effectiveness are unavailable.

A.A.S. in Communications Technology (46.0302)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 46.0302

Career Cluster Architecture and Construction Career

Career Pathway Construction

Program of Study Electrician

Community College Program Title Associates in Applied Science in Communications Technology	**Degree Type** 03

Action

☐ Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☒ Other, please specify: ***Continued with no improvements***

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Associates in Applied Science in Communications Tech.

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	131	114	38
Program Awards	1	3	0

The Board of Trustees of Community College District No. 508, Cook of County and State of Illinois partnered with Electrical Joint Apprenticeship Training Trust ("The Trust") to provide an Associates of Applied Science (A.A.S.) in Communications Technology. The Associates of Applied Science Degree in Communications Technology requires 65.5 hours. Fifteen credit hours of general education courses are provided through faculty instruction from Daley College. The remaining 50.5 credit hours of technical core courses are provided by the Trust.

Daley College faculty are only responsible for developing and delivering the content, syllabi, and any support materials for the general education courses of the contract. Daley College, as a member of the City Colleges of Chicago, goes through both a local and district-wide course approval process.

However, the Trust is responsible for delivering the content, syllabi and any support materials for the technical courses for the contract. The Trust is allocated space at Daley's Arturo Velasquez Institute to deliver instruction. However, instruction is mainly delivered at their site in Alsip, IL.

From Table 1, between 2009 and 2011, student enrollment dropped 67%. The degree completion for this program has continuously been low. A possible explanation for this decrease is given later below.

This program is closely aligned with the program of study, electrical power transmission. Electrical and power transmission programs prepare people to work as licensed electricians. Students learn to install wires, cables, and other types of electric lines. They study codes, safety rules, and laws. They also learn how to use tools and read blueprints.

The Trust established the admission requirements of the program with the approval from the Bureau of Apprenticeship and Training, United States Department of Labor. The admission requirements must also meet Daley College's admission requirements.

The recent downturn in the economy since 2008 has caused an interruption of the flow of new apprentices into the program. The program is based on new job openings, and these have declined as the demand for construction jobs has decreased. The economic downturn has also caused many of the apprentices to become delayed in graduation because the minimum on-the-job training hour requirement is not being met. The outlook for the future is better; however, it continues to be a slow recovery for the electrical construction industry.

In 2011, Daley College recently sought and received approval from the Higher Learning Commission to offer this contractual agreement for the A.A.S. in Electrical Construction Technology. Students are able to use financial aid for the general education courses offered within the degree. The courses offered by the Trust are not financial-aid eligible. Students pay tuition and fees, for their general education courses, to Daley College. The tuition and fees for the technical courses go to the Trust.

As stated above, students must be admitted to this apprenticeship program. This degree does not have a direct entry path for high school students. Students must be high school graduates in order to participate in this program.

Indices to evaluate cost effectiveness are unavailable.

B.C. in A+ Certified Computer Technician (47.0104)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 47.0104

Career Cluster
Manufacturing

Career Pathway
Maintenance, Installation and Repair

Program Title
Computer Installation and Repair Technology

Community College Program Title:	**Degree Type**
Basic Certificate in A+ Certified Computer Technician	30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Basic Certificate in A+ Certified Computer Technician

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	12	3
Program Awards	0	10	3

The A+ Certification is an internationally recognized credential backed by major computer hardware and software companies. The objective of the program is to assist students to be able to: analyze computer problems; disassemble any computer for rebuild or upgrade; design and operate a company's computer maintenance; recommend compatible hardware and software; and limit downtime and expensive repairs by

providing immediate in-house action. The A+ Certified Computer Technician program is supported by the Workforce Investment Act and Chicago Housing Authority as a workforce training program.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in A+ Certified Computer Technician. Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there were 15 students enrolled and 13 completers. This comprises an 87% completion rate. The Basic Certificate requires students to complete 6 credit hours within Continuing Education.

The median annual wage of computer support specialists was $46,260 in May 2010. The lowest 10 percent earned less than $28,300, and the top 10 percent earned more than $76,970.

Employment of computer support specialists is expected to grow 18 percent from 2010 to 2020, about as fast as the average for all occupations. More support services will be needed as organizations upgrade their computer equipment and software. Computer support staff will be needed to respond to the installation and repair requirements of increasingly complex computer equipment and software.

The principle assessment methods used to in quality assurance for this program include:
- Certification and licensure examination results
- Portfolio evaluation
- Student surveys
- Analysis of enrollment, demographic and wage data
- Classroom observation of instructors

Improvements since the last program review cycle which provided better quality include:

- The A+ Certified Computer Technician lab has been completely updated with 16 new computer systems with external hard drives to allow a ratio of 35% theory and 65% hands-on training for the students.
- The students work on re-cycled computers to gain the real world experience in computer repair and software installation.
- Students must create a portfolio of work related projects documenting all aspects of learning while in the program.

Indices to evaluate cost effectiveness are unavailable.

B.C. in Computerized Medical Billing/Coding (51.0713)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Program Identification Information

CIP Code: 51.0713

Career Cluster Health Sciences

Career Pathway Health Informatics

Program of Study Medical Insurance Coding Specialist/Medical Biller

Community College Program Title:	Degree Type
Basic Certificate in Computerized Medical Billing/Coding	30

Action

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

Improvements & Rationale for Action

Table 1. FY09 - FY11 Enrollment and Awards – Basic Certificate in Computerized Medical Billing/Coding

	Fiscal Year		
	2009	**2010**	**2011**
Enrollment	0	0	12
Program Awards	0	0	0

The objective of the Computerized Medical Billing & Coding certificate program is to train students in computer concepts, medical terminology, anatomy and physiology, and computerized medical billing and coding. The Computerized Medical Billing/Coding is supported by the Workforce Investment Act and Chicago Housing Authority as a workforce training program.

From Table 1, it can be seen that Daley College currently is not able to identify students intending to complete a Basic Certificate in Computerized Medical Billing/Coding. Data is not collected from students who self-identify as being enrolled in the program. Information regarding retention is therefore unavailable. This is a challenge that is being considered for resolution. Between FY09 and FY11, there were no certificate completers. There have been small enrollments in 2009 and 2010. However, in 2011, the program has shown a growing enrollment due in part to the anticipation of new medical coding (ICD10) that will increase the number of codes to be used for both billing and coding. The Basic Certificate requires students to complete 15 credit hours within Continuing Education.

The median annual wage of medical records and health information technicians was $32,350 in May 2010. The lowest 10 percent earned less than $21,240, and the top 10 percent earned more than $53,430.

Employment of medical records and health information technicians is expected to increase by 21 percent from 2010 to 2020, faster than the average for all occupations. The demand for health services is expected to increase as the population ages. An aging population will need more medical tests, treatments, and procedures. This will also mean more claims for reimbursement from private and public insurance. Additional records, coupled with widespread use of electronic health records by all types of healthcare providers, should lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.

The principle assessment methods used to determine quality assurance for this program include:
- Certification and licensure examination results
- Student surveys
- Analysis of enrollment, demographic and wage data
- Classroom observation of instructors

Improvements since the last program review cycle which provided better quality include:
- A redesign of the program was submitted and approved by ICCB on July 30, 2010
- Students are required to complete the COMPASS test and place at least into Reading 125 and Math 99 in order to be allowed into the program.
- In 2010, Daley College was funded a DCEO grant to develop training for the Health Information Technology with Medical Billing and Coding. Due to this grant, Daley was able to purchase equipment for developing electronic records and has incorporated the conversion of paper to electronic records into the program.

Indices to evaluate cost effectiveness are unavailable.

Written and Oral Communications

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2012

Discipline Area	Written and Oral Communications

Improvements & Rationale for Action

Table 1. Academic Year 2011-12 Enrollment and Retention – Written and Oral Communications

Term	Course	Stat Date Enrollment	End of Term Enrollment	Stat Date Retention Rate
Fall 2011	Speech 101	302	233	77%
	English 101	569	483	85%
	English 102	304	273	90%
	Total	**1175**	**939**	**80%**
Spring 2012	Speech 101	338	251	74%
	English 101	626	537	86%
	English 102	400	348	87%
	Total	**1364**	**1136**	**83%**
	Grand Total	**2539**	**2075**	**82%**

Daley College's college-level general education courses that are typically required of most students includes: English 101 (Composition I), English 102 (Composition II), and Speech 101 (Fundamentals of Speech Communication). The overall objective of these courses is to improve a student's oral and written abilities. In order to place into these courses, students must demonstrate placement out of the developmental courses, English 100 and Reading 125. Subsequently, after meeting placement requirements, a student can concurrently enroll in English 101 and Speech 101 or complete each course separately. In any event, English 102 cannot be taken by a student who has not completed English 101.

As can be seen in Table 1, the aggregated enrollments imply that retention rates for Speech 101, English 101, and English 102 improved by 3% between Fall 2011 and Spring 2012. In each semester, retention rates were consistently higher in English 102. Further, retention rates for all courses across both terms were at least 74%.

The retention rates are not alarming. However, Speech 101 has consistently produced the lowest retention rates among the three courses. This suggests that this course should be reviewed for student evaluations, curriculum, and teacher preparedness in order to investigate possible challenges.

General Education (*all transferable*)

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Cross-Disciplinary Program	General Education (All Transferable)

Improvements or Rationale for Action

During the summer 2008, Daley College became a member of HLC's Academy of Assessment of Student Learning. Daley's Academy project, as developed at the first Roundtable, included a plan for assessing student learning that involved revisiting general education competencies. This included modifying the general education competencies to reflect core competencies with input from faculty.

Daley created an assessment team, identified beta courses for the assessment plan, developed or selected assessment instruments, and revised course student learning outcomes, as necessary. The team disseminated assessment assignments, collected data, and compiled results. Those responsible for collecting and analyzing data included the Institutional Researcher, the Assessment Team Leader, and faculty.

The ultimate goal of the project was to create a comprehensive student learning assessment system for Daley College. It involved assessing student achievement of general education outcomes at all levels.

The collection of assessment data began during the spring 2009 term. The assessment team began the assessment process by soliciting feedback about the plan from faculty. Another goal of the team was to provide continuous review of rubrics and assessment tools. For Daley's Academy project, the team reviewed the following General Education Courses: Biology 121, Chemistry 100/121, English 101, Math 118, and Speech 101.

In 2010, after a visit from Dr. Susan Hatfield, the college continued to focus on assessment of the core competencies linked to general education courses at Daley College. However, an observation was made by the new administration that assessment results obtained were course-based and further work was needed to take the college to the next level of assessment planning.

It was discovered that student learning outcomes across sections of the same course varied at Daley College. Using faculty trained through CCC's Faculty Development Seminars, a review and revision of all Daley College syllabi ensued. Master Faculty assumed the role of mentors and assisted faculty in the development of student learning outcomes for course syllabi.

During the spring 2010 semester, a program assessment process was initiated for Associate of Arts Degree completers. Students who were preparing to graduate during the spring 2010 term participated in the assessment. Participation in the assessment was voluntary. The core competencies were assessed using a reading selection about the 2010 U.S. Census. Out of the 146 Associate degree completers in 2010, 45 (31%) students completed the assessment and had their work evaluated. The results for the 2010 assessment were subsequently shared with faculty and staff during the fall 2010 term.

The analysis of the 2010 program assessment data did not provide conclusive results. Regarding quantitative reasoning, it appeared that the more complicated the math operations become, the lower the student

performance. A concern was raised about creating a more pervasive quality assurance process earlier in the degree program. From this emerged the concept of a required first-year core curriculum (30 credit hours) with specific learning outcomes that is currently under discussion.

In 2011, this assessment process was continued for all degree completers. Out of the 252 identified degree completers, 114 (45%) completed the spring 2011 program assessment. For the 2011 assessment, the results were reviewed with faculty and staff during fall 2011 term.

From the 2011 program assessment, quantitative reasoning and valuing ethics were seen as challenges for Daley's graduating students. These results were shared with Daley College faculty and staff in August 2011, and suggestions for improvement were considered.

During the fall 2011 term, a newly formulated assessment team revised the core competencies into outcomes that could be measured across all degree programs. Further, the committee thought it best to create a plan that embedded already existing course-level assessment but included program-level assessment of program-level outcomes. The current assessment committee consists of Department Chairpersons, Directors, and Deans. The Department Chairs and Directors conduct and document course-level assessment. The entire assessment committee provides guidance and input into program-level assessment planning. The committee is led by tri-chairs that include a faculty representative, the Institutional Researcher, and the Vice President of Academic and Student Affairs.

The program-level outcomes were crafted by first beginning with a common core of subjects as defined by the Illinois Community College Board (ICCB). These subjects are defined by ICCB as the general education common core and include: (1) Communications, (2) Arts and Humanities, (3) Social and Behavioral Science, and (4) Math and Science.

After considering ICCB's general education core, the committee used the following process to develop Daley's general education outcomes:

1. First, the committee reviewed Daley College's mission statement.
2. Second, the committee discussed what the ideal Daley graduate with an Associate Degree should know, be able to do, or value.

Based on the above, the subcommittee developed the following program outcomes:

Upon completion of any Associate Degree program from Daley College, a graduate should be able to:

1. **Communicate using Standard American English.**
   ("Communicate" implies both written and oral)
2. **Produce an original piece of work demonstrating creativity.**
3. **Evaluate a proposed solution to a local, national, or global issue.**
   (This can involve scenarios regarding quantitative reasoning or science)
4. **Prepare a document using digital technologies, such as a word processor, spreadsheet, or presentation display software (e.g. PowerPoint).**

The above outcomes were presented to college-wide faculty and staff for approval. After receiving approval for the above outcomes, the committee included an additional outcome regarding Human Diversity. This outcome is:

Compare the moral, ideological, or intellectual viewpoints of diverse peoples or institutions.

The above process improves on the earlier assessment initiatives. It helps maximize the use of committee members, Department Chairs and Directors, by ensuring that course-level assessment is being done in the departments. These committee members are then responsible for overseeing and maintaining program-level assessment for the entire college. It also makes sure that the administration is equally engaged in the assessment process, particularly at the program-level. Additionally, the assessment of the general education outcomes are not based on students who complete specific general education courses but instead on those who complete courses that make up the entire general education core. Further, the assessment of general education outcomes has been placed on a three-year cycle that makes the assessment plan more manageable and doable.

Daley has committed significant time, resources, and manpower to the assessment of learning. This includes an active commitment of senior leadership via the Vice President of Academic and Student Affairs to the assessment process, the support of the Institutional Researcher, the direct involvement of all Department Chairpersons and Directors on the assessment committee and in program-level assessment, and the commitment to release time and a special assignment for a faculty tri-chair for the assessment committee. Lastly, assessment is considered an ongoing and substantial budgetary item for the college that supports workshops, professional development, and participation in HLC-related activities.

Activities in which Daley has participated regarding general education include the:

- Development of a document that describes a common framework for assessment and evaluation at Daley College, including the reformulation of Daley's assessment committee that was shared college-wide.
- Revision of general education or program-level student learning outcomes as described in question 3.
- Development of a three-year assessment plan and cycle for the general education outcomes as presented in Table 1 above.
    - o Pilot of the assessment of the first two general education outcomes during the spring 2012 term as described in the assessment plan. (75 students participated in the activity.)
    - o Assessment results will not be ready for sharing with faculty and other college-wide staff until August 2012.
- Creation of a course assessment form that can be used to document the course-level assessment activities of departments each term (see Appendix A).
    - o Copies of the completed form by Department Chairpersons and Directors completed during the spring 2012 term.
    - o Assessment results will not be ready for sharing with faculty and other college-wide staff until August 2012.
- Participation of Daley in the poster session at the Annual 2012 HLC conference.
- Meeting and follow-up discussion between assessment committee members and Daley's Academy mentor, Cia Vershelden, at the annual 2012 HLC conference.

Admissions/Recruiting

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Student & Academic Support Services Area	Admissions/Recruiting

Table 1. FY09 - FY12 Enrollment - College Credit

	Fiscal Year				
	2009	**2010**	**2011**	**2012**	**09-12 % Change**
Enrollment	5499	3280	6722	7005	27%

Student Services has historically been responsible for the recruitment, advising, and record keeping of students to Daley College. Beginning Fall 2012, the responsibility of recruitment will reside with the district-level Marketing & Recruitment Department. Until Spring 2012, College Advisors were expected to attend college fairs and actively recruit prospective students.

Each College Advisor was assigned a "territory" consisting of five to six feeder high schools. The advisors role was to establish good relationships with the high school counselor and administrative staff and promote Daley programs to students. Student Services along with the Office of the President actively met with high school principals to further solidify the relationships created by the advisors. The impact of Daley's recruitment initiative appears positively evidenced from Table 1. Between 2009 and 2012 there was a consistent increase in student enrollment. More importantly, enrollment increased during this period by almost 30%.

Registration/Records

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2012

Student & Academic Support Services Area	Registration/Records

Table 1. FY09 - FY12 Enrollment - College Credit

	Fiscal Year				
	2009	**2010**	**2011**	**2012**	**09-12 % Change**
Enrollment	5499	3280	6722	7005	27%

The Office of Admission/ Records oversees the application and admissions process for all students who apply to the college credit courses. Prior to Fall 2011, the application was a manual-paper process. Students would complete the Student Information Card, and all demographic information would be keyed into the student record system by staff. In the past, there was no consistent student application follow-up plan for follow up at Daley College or City Colleges of Chicago (CCC). With the advent of the CCC online application, the Admission/Records Office can review and process all online applications expeditiously and on a daily basis. The procedure itemized below is now in place for each application that is received. Staff members do the following:

1. Post all applications to the student record system
    2. Enter pertinent demographic information into the internal college-wide shared drive, or "G drive" for follow up and reporting purposes.
    3. Telephone the student to confirm the intended registration term and review the next steps that the student must still complete
    4. Email the student next steps for the registration process
    5. Make second follow-up call to student.
    6. Receive a district report that includes information any omissions on the application process.

Daley College has revised the registration process to decrease the wait time for students. The college created two pathways for students, one for new and returning students. New students follow a pathway on the second floor of the building that includes: Orientation, Placement Testing and Academic Planning services. Returning students follow a pathway on the first floor that includes "holds" and academic planning services. The separation of these two very different student populations allows for a more welcoming experience for new students and quick and efficient services for returning students.

During Spring 2011, CCC implemented an initiative to increase each college's graduation rate. This included both degree and certificate completion. Student Services in conjunction with Academic Affairs crafted a plan that included: identifying potential graduates, conducting degree audits, outreaching to the student for advising and application completion. The process is repeated until the deadline for graduation application submission has passed. From Table 2, it can be seen that there was a 36% increase in degree and certificate completion between 2009 and 2012. Daley expects that this trend will continue for 2013.

Table 2. FY10 - FY12 Awards

Award	Fiscal Year			
	2009	**2010**	**2011**	**2012**
Associate Degrees	355	375	294	461
Certificates	275	476	374	396
Total	**630**	**851**	**668**	**857**

Until March 2012, Daley College processed all transcripts request internally. All CCC colleges now use Docufide (Parchment, Inc.) to process all transcript requests electronically. This system allows students to order transcripts using the internet. The Docufide system allows various transcript delivery modes, including U.S. postal mail, online, and overnight express delivery. Students can also obtain a same day paper copy of his/her transcripts, if desired. As can be seen by Table 3, there has been a decrease in the number of transcript processed between 2009 and 2012. It is hoped that this new system will allow Daley College to process more transcripts in the future.

Table 3. FY09 – FY12 Number of Transcripts Processed for College Credit

Fiscal Year			
2009	**2010**	**2011**	**2012**
6617	6388	6456	5421*

* The fiscal year is not completed. This number is not reflective of all requests for 2012.