

# **ILLINOIS COMMUNITY COLLEGE BOARD**

## **2013 PROGRAM REVIEW**

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



**DR. JOSE M. AYBAR,  
PRESIDENT**

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**JULY 2013**

## Program Review Contact Information

**Name:** Keith M. McCoy, Ph.D.

**Title:** Vice President of Academic and Student Affairs

**Email Address:** kmccoy@ccc.edu

**Phone:** 773-838-7511

**Fax:** 773-838-7985

**College:** Richard J. Daley

**District:** 508

**Mailing:** 7500 South Pulaski Road  
Chicago, Illinois 60652

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**A.A.S. in Management/Marketing (52.0201)****SUMMARY REPORT OF REVIEW RESULTS****CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013****Program Identification Information**

<b>CIP Code: 52.0201</b>
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**Career Cluster**

Marketing Sales and Service Career
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**Career Pathway**

Management and Entrepreneurship
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**Program of Study**

Marketing/Marketing Management, General
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**Community College Program Title:**

Associates of Applied Science in Management/Marketing
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**Degree Type**

60-AAS
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**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. FY08 - FY12 Enrollment and Awards**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	73	67	57	29	35
<b>Program Awards</b>	15	16	16	6	16

Source: Office of Research and Evaluation

The A.A.S. degree program in Management/Marketing is the study of basic business skills along with more in-depth study in a chosen field such as management, marketing, or entrepreneurship. Completion of the program can lead to employment as assistant, trainee, supervisor, or manager in manufacturing, merchandising, or service firms, or government service. The program also prepares graduates to start a business or improve their operation of a currently existing business. The A.A.S. in Marketing/Management requires students to complete 62 credit hours. The program is supported by

classrooms equipped to meet the needs of current technologies in the career fields. The Business Department has 2 full-time and 7 part-time faculty members.

From Table 1, it can be seen that there was a continuous decline in enrollment between 2008 and 2011 with an uptick in 2012. The number of students who enrolled in the AAS program for Management/Marketing during the fall 2012 term is 56. There was also steady program completion between 2008 and 2010 with a decrease in 2011 and moderate increase in 2012. The program is currently under review. The course offerings have been revised for completion of the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

**Table 2. 2008 - 2010 Graduate Survey Results (N=23) – Averaged over 3 Years**

Item	Outcome
Employed or Pursued Additional Education after CCC	100%
Pursued Additional Education after CCC	77%
Employed in Job Related to Program	62%
Satisfied with Job	69%
Satisfied with Program Courses	89%
Satisfied with College Services	78%

Source: Office of Research and Evaluation – FY2011 Program Profiles

From Table 2, results over a three-year period indicate that the respondents are all employed with 62% holding jobs related to the A.A.S. in Management/Marketing program completed at Daley. Considering the current employment market, this seems to be a reasonable number of students employed in their field of study. The average salary rate for the respondents is \$19.52 per hour. Further, other indicators from the survey provide support for the quality of the program. Approximately, 89% of students were satisfied with the program's courses and 78% were satisfied with the overall services at Daley.

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

Indices to evaluate cost effectiveness are unavailable.

## Advanced Certificate in Management/Marketing (52.0201)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

##### Program Identification Information

**CIP Code:** 52.0201

**Career Cluster**

Marketing Sales and Service Career

**Career Pathway**

Management and Entrepreneurship

**Program of Study**

Marketing/Marketing Management, General

**Community College Program Title:**

Advanced Certificate in Management/Marketing

**Degree Type**

30-Certificate

##### 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. FY08 - FY12 Enrollment and Awards**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	0	0	0	0	0
<b>Program Awards</b>	5	2	4	7	9

Source: Office of Research and Evaluation

The Advanced Certificate program in Management/Marketing is the study of basic business skills along with more in-depth study in a chosen field such as management, marketing, or entrepreneurship. Completion of the program can lead to employment as assistant, trainee, supervisor, or manager in manufacturing, merchandising, or service firms, or government service. The program also prepares graduates to start a business or improve their operation of a currently existing business. The Advanced Certificate in Marketing/Management requires students to complete 35 credit hours. The program is

supported by classrooms equipped to meet the needs of current technologies in the career fields. The Business Department has 2 full-time and 7 part-time faculty members.

From Table 1, it can be seen that there was no enrollment between 2008 and 2012. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. In this case, this would correspond to the A.A.S. degree in Management/Marketing. However, students do apply for the Advanced Certificate while pursuing the A.A.S. degree. This is evidenced by the awarding of Advanced Certificates each year. The program is currently under review. The course offerings have been revised for completion of the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

There has been no satisfaction or employment information collected for completers of the Advanced Certificate. Many of these students continue to complete the associate's degree and, thus, are captured within data for degree completers. However, with an Advanced Certificate in Management/Marketing, a student could work as an administrative services manager with a starting salary of \$41,420 (<http://www.ccc.edu/careers/Pages/Administrative-Services-Managers.aspx>). An administrative services manager plans, directs, or coordinates one or more administrative services of an organization, such as records and information management, mail distribution, facilities planning and maintenance, custodial operations, and other office support services.

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

Indices to evaluate cost effectiveness are unavailable.

## Basic Certificate in Management/Marketing (52.1401)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

##### Program Identification Information

<b>CIP Code: 52.1401</b>	
<b>Career Cluster</b> Marketing Sales and Service Career	
<b>Career Pathway</b> Management and Entrepreneurship	
<b>Program of Study</b> Marketing/Marketing Management, General	
<b>Community College Program Title:</b> Basic Certificate in Management/Marketing	<b>Degree Type</b> 18-Certificate

##### 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. FY08 - FY12 Enrollment and Awards**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	0	1	1	0	0
<b>Program Awards</b>	46	12	14	18	13

Source: Office of Research and Evaluation

The Basic Certificate program in Management/Marketing is the study of basic business skills along with more in-depth study in a chosen field such as management, marketing, or entrepreneurship. Completion of the program can lead to employment as assistant, trainee, supervisor, or manager in manufacturing, merchandising, or service firms, or government service. The program also prepares graduates to start a business or improve their operation of a currently existing business. The Basic Certificate in Marketing/Management requires students to complete 18 credit hours. The program is supported by



classrooms equipped to meet the needs of current technologies in the career fields. The Business Department has 2 full-time and 7 part-time faculty members.

From Table 1, it can be seen that there no enrollment between 2008 and 2012. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. In this case, this would correspond to the A.A.S. degree in Management/Marketing. However, students do apply for the Advanced Certificate while pursuing the A.A.S. degree. This is evidenced by the awarding of Advanced Certificates each year. The program is currently under review. The course offerings have been revised for completion of the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

**Table 2. 2008 - 2010 Graduate Survey Results (N=16) – Averaged over 3 Years**

Item	Outcome
Employed or Pursued Additional Education after CCC	90%
Pursued Additional Education after CCC	60%
Employed in Job Related to Program	63%
Satisfied with Job	75%
Satisfied with Program Courses	90%
Satisfied with College Services	65%

Source: Office of Research and Evaluation – FY2011 Program Profiles

From Table 2, results over a three-year period indicate that the respondents are all employed with 62% holding jobs related to the Basic Certificate program in Management/Marketing program completed at Daley. Considering the current employment market, this seems to be a reasonable number of students employed in their field of study. The average salary rate for the respondents is \$12.66 per hour. Further, other indicators from the survey provide support for the quality of the program. Approximately, 90% of students were satisfied with the program's courses and 65% were satisfied with the overall services at Daley. The satisfaction rate with services at the college appears lower than desired.

Although many of these students continue to complete the Advanced Certificate or A.A.S. degree, some opt for the Basic Certificate because it offers students the opportunity for employment as can be observed from Table 2.

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

Indices to evaluate cost effectiveness are unavailable.

## Advanced Certificate in Business Administration – General Business (52.0201)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

#### Program Identification Information

<b>CIP Code: 52.0201</b>	
<b>Career Cluster</b> Business, Management and Administration	
<b>Career Pathway</b> Management	
<b>Program of Study</b> Business Administration and Management, General	
<b>Community College Program Title:</b> Advanced Certificate in Business Administration – General Business	<b>Degree Type</b> 30-Certificate

#### 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. FY08 - FY12 Enrollment and Awards**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	1	0	5	2	0
<b>Program Awards</b>	0	0	7	4	8

Source: Office of Research and Evaluation

The Advanced Certificate program in Business Administration/General Business is the study of basic business administration which can lead to employment in management positions in business, industry or government such as accounting, economics, finance, labor economics, marketing, and personnel management. The Advanced Certificate in Marketing/Management requires students to complete 30 credit hours. The program is supported by classrooms equipped to meet the needs of current

technologies in the career fields. The Business Department has 2 full-time and 7 part-time faculty members.

From Table 1, it can be seen that there little enrollment between 2008 and 2012. However, there was a peak in 2010 and a drop to no enrollment in 2012. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. In this case, this would correspond to the A.A.S. degree in Accounting or A.A.S. degree in Management/Marketing. However, students do apply for the Advanced Certificate while pursuing the A.A.S. degree. This is evidenced by the awarding of Advanced Certificates between 2010 and 2012 which outnumbers the reported enrollments. The program is currently under review. The course offerings have been revised for completion of the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

There has been no satisfaction or employment information collected for completers of the Advanced Certificate. Many of these students continue to complete the associate's degree and, thus, are captured within data for degree completers. However, with an Advanced Certificate in Business Administration/General Business (similar to an Advanced Certificate in Management/Marketing), a student could work as an administrative services manager with a starting salary of \$41,420 (<http://www.ccc.edu/careers/Pages/Administrative-Services-Managers.aspx>). An administrative services manager plans, directs, or coordinates one or more administrative services of an organization, such as records and information management, mail distribution, facilities planning and maintenance, custodial operations, and other office support services.

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

Indices to evaluate cost effectiveness are unavailable.

## A.A.S. Degree in Logistics, Transportation and Distribution (52.1801)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

##### Program Identification Information

<b>CIP Code: 52.1801</b>	
<b>Career Cluster</b> Marketing Sales and Service Career	
<b>Career Pathway</b> Buying and Merchandising	
<b>Program of Study</b> Sales, Distribution, and Marketing Operations, General	
<b>Community College Program Title:</b> Associates in Applied Science Degree in Logistics/Transportation/Distribution	<b>Degree Type</b> 60-AAS

##### 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. FY08 - FY12 Enrollment and Awards**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	1	2	0	0	3
<b>Program Awards</b>	0	0	0	0	2

Source: Office of Research and Evaluation

During FY2013, the Logistics Transportation Distribution Program was discontinued at Daley College. There are six students who were enrolled in the A.A.S. Degree in Logistics/Transportation/Distribution program during the fall 2012 term. These students will continue the program at Olive-Harvey College which will offer a similar program beginning fall 2013.

## Advanced Certificate in Logistics, Transportation and Distribution (52.0409)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

##### Program Identification Information

<b>CIP Code: 52.0409</b>	
<b>Career Cluster</b> Transportation, Distribution, and Logistics	
<b>Career Pathway</b> Warehousing and Distribution Center Operations	
<b>Program of Study</b> Parts, Warehousing, & Inventory Management Operations	
<b>Community College Program Title:</b> Advanced Certificate in Logistics/Transportation/Distribution	<b>Degree Type</b> 30-Certificate

##### 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. FY08 - FY12 Enrollment and Awards**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	0	0	0	0	0
<b>Program Awards</b>	0	0	0	0	0

Source: Office of Research and Evaluation

During FY2013, the Logistics Transportation Distribution Program was discontinued at Daley College. There were no students enrolled into the Advanced Certificate program for Logistics/Transportation/Distribution in fall 2012.

## Mathematics

### SUMMARY REPORT OF REVIEW RESULTS

#### ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2013

<b>Discipline Area</b>	Mathematics
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#### **Mission:**

The Richard J. Daley College Mathematics Department mission is to deliver excellent service and to provide learning opportunities by offering a wide range of mathematics courses, which will help diverse students reach their goals, regardless if the preference is completion of developmental education, baccalaureate transfer, or workforce development courses.

Daley's Mathematics Department has dedicated faculty who will guide students in constructing the necessary knowledge that will help them succeed in their math classes, and also encourage and motivate students to participate in college-wide activities. The Mathematics Department is committed to preparing students to be productive and contributing members of the community and skilled in problem solving and critical thinking. The Mathematics Department provides students with the motivation to use the power, beauty, and utility of mathematics to successfully prepare themselves for global citizenship.

#### **Developmental & General Education Programs:**

Currently, Daley's Mathematics department has 9 full-time and 16 part-time faculty members. Seven full-time instructors have doctoral degrees. Eight are tenured and one is a tenure-track instructor. The department is also staffed by two administrative assistants.

A full-time instructor is assigned to each mathematics course as a course coordinator, who manages textbook selection and course assessment. Course outlines and student learning outcomes (SLOs) in the program are reviewed and revised every five years. All course syllabi are standardized for consistency in teaching. Further, syllabi are located on the college's intranet, and each instructor uploads his/her syllabus for students into the learning management system, BlackBoard.

The Mathematics Program is composed of a mixture of courses created to help students succeed in developmental education, general education, and major-specific courses. In the fall 2010 term, approximately 94% of all students tested into developmental education mathematics. Developmental education courses continue to comprise the bulk of the Mathematics Department's program offerings. Thus, priority has been placed on helping students to succeed expeditiously through Daley's developmental education program and onto the general education program.

Since Daley's implementation of its developmental education initiative, formerly called the Comprehensive Academic Support and Help to Return on Investment (CASH-to-ROI) program, during the spring 2011 term, the mathematics program has had to decrease the number of developmental course sections offered and increase the number of general education sections offered, based on enrollment.

Daley's Developmental Education Initiative is supplemental support for all developmental education courses. It is based on providing the following requirements:

- Complete eight modular 90-120 minute sections with 5-7 students facilitated by a Tutor-Facilitator (TuFa) linked to prerequisite math, reading, and writing skills

- Complete at least five hours of computer aided instruction using Pearson's MyFoundationsLab, where content is linked to all developmental education course syllabi in math, reading, and writing and prepares students to retake placement exams
- Complete at least two advising sessions with Academic Advisors during the term
- Remain enrolled in the developmental education course(s)
- Retake the corresponding placement exam to developmental education course taken

Completion of the above requirements is worth 15% of a student's final grade in his/her developmental education course. Data analysis is used to evaluate grade inflation and other key performance indicators (i.e., retention, success, persistence, pre-post placement results, etc.). This information is summarized each term and kept on record in the Vice President of Academic and Student Affairs' Office.

The courses that make up Daley's Developmental Education Program include:

- Foundational Studies Mathematics 3001 & 3002 (Pre-algebra)
- Mathematics 098 (Beginning Algebra with Geometry)
- Mathematics 099 (Intermediate Algebra with Geometry)

Foundational Studies courses are taught in a different division than college credit courses. However, management over the content and assigning of lecturers is the responsibility of the Mathematics Department.

Daley's General Education Program is comprised of:

- Mathematics 118 (General Education Mathematics)
- Mathematics 121 (Mathematics for Elementary Education I)
- Mathematics 122 (Mathematics for Elementary Education II)
- Mathematics 125 (Introductory Statistics)
- Mathematics 144 (Finite Mathematics)
- Mathematics 204 (Business Calculus)
- Mathematics 207 (Calculus I)
- Mathematics 208 (Calculus II)
- Mathematics 209 (Calculus III)

All of the above courses are IAI-approved as general education courses. The goal of the department is to decrease the number of developmental course offerings needed and increase the number of general education courses. Toward this end, enrollment in remedial courses has been declining whereas enrollment in general education mathematics has increased. This can be shown through the number of sections offered, as evident in Table 1.

**Table 1. FY08 - FY12 Number of Sections Offered**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Remedial Courses</b>	98	114	113	112	99
<b>General Education Courses</b>	37	35	38	47	42

Source: PeopleSoft Student Administration

From Table 1, between FY2008 and FY2012, it can be seen that the number of remedial offerings peaked in FY2009 and declined thereafter. Similarly and notably, the general education offerings were the lowest in FY2009 and began increasing afterwards. This has largely been attributed to the developmental education initiative implemented in FY2010.

### **Improvements & Rationale for Action**

Currently, the department and college have increased its efforts in course and program assessments. Toward this end, the Mathematics Department will review its assessment plans and improve its methods of assessing student learning. Examining the impact of Daley's remedial and general education programs in mathematics using program outcomes has only been done via the efforts of the developmental education initiative. This will be expanded to include program outcomes and assessment for the general education program. Student learning outcomes will be developed for the general education program in mathematics and an assessment plan will be developed and implemented. This initiative is expected to be started during FY2014. Hopefully, this will not only increase a student's base knowledge of mathematics and quantitative reasoning but also decrease the time needed to complete required mathematics courses.



## Adult Education and ESL

### SUMMARY REPORT OF REVIEW RESULTS

#### CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2013

<b>Cross-Disciplinary Program</b>	Adult Education and ESL
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#### Program Overview & Objectives

Richard J. Daley’s Adult Education Program serves three populations of adult learners:

- ESL (English as Second Language)
- ASE (Adult Secondary Education)
- ESL (English as Second Language)

#### Courses

Free classes are offered at Richard J. Daley College, satellite locations, and at 15 other community sites to help students improve the English language or basic literacy skills, obtain a GED certificate, or prepare for the Citizenship Exam.

#### Services

- GED Preparation classes (classroom instruction or online)
- English as second language (ESL)
- Citizenship Classes
- College readiness
- Workforce preparation and Bridge classes ( Healthcare and Manufacturing)
- Basic reading and math skills
- Transition to College Courses or Gateway

#### Eligibility

In general, students must be at least 18 years old in order to enroll in adult education classes. However, 16 and 17 year-olds may register with an official release letter certifying that they are no longer attending high school. Recent arrivals to Chicago, who are 16 or 17, must have a parent or guardian complete a form verifying that they have never attended a Chicago-area public school.

#### Adult Education Mission Statement

The mission of the Adult Education Division of the City Colleges of Chicago is to provide adults with preparatory and developmental instruction in Adult Basic Education (ABE), Citizenship, English as a Second Language (ESL), and/or General Educational Development (GED) to meet students’ individual goals. Individual goals may include post-secondary education, employment skills training, and/or personal and career enhancement.

#### Goal

To increase the number and share of adult basic education basic education (ABE), high school equivalency degree (GED), and English as a Second Language (ESL) students who advance to and succeed in college-level courses.

## Objectives

The Adult Education Program encompasses various disciplines, i.e. English as a Second Language, Adult Basic Education (ABE), General Education Development (GED), i-Pathways, citizenship preparation classes, College and Employment Readiness Courses, Bridges and Transition Courses. The Adult Education curricula are designed to address all disciplines and to support all student learning outcomes through face-to-face and online supplemental instruction.

## Adult Education and English as a Second Language Program

All units within Daley College collaborate with the Adult Education Program to facilitate the best customer service experience in and out of the classroom for all students. Continuous communication and corroboration among departments contribute to achieving the college's objectives for the Adult Education/English as a Second Language Program. Since the last review, the program has adjusted its hours of operations to a much more flexible schedule to address students' needs. Additionally, Daley's Adult Education Program is being made available at various locations within the city of Chicago. Over the past year, there has been an increase in the number of off-campus locations. Daley College currently services students at 15 off-campus locations that offer English as a Second Language and Adult Education classes.

A large number of Adult Education students complete all six levels of the program and advance to transition courses, college credit and career opportunities. Alternative delivery methods are also being used for instruction. For example, students, who are interested in a GED prep course but are unable to attend a face-to-face course, can enroll in the GEDi or GED online (i-Pathways) I.

**Table 1. FY08 – FY12 Enrollment and GED Completers**

	Fiscal Year				
	2008	2009	2010	2011	2012
<b>Enrollment</b>	7,578	7,925	8,180	7,507	6,750
<b>GED Completers</b>	269	289	257	210	167

Source: Office of Research and Evaluation – FY2012 Statistical Digest

## Improvements & Rationale for Action

### Need

Enrollment in Adult Education programs at Daley College continues to comprise a significant portion of instructional offerings. Table 1 provides unduplicated enrollment in Adult Education between 2008 and 2012. Enrollment peaked in 2010 and has since declined. This is largely presumed to be a result of the shift in undocumented residents from Chicago. However, there continues to be a need for ESL courses. This can be readily viewed by the number of potential ESL and GED needs based on the 2010 Census information from Daley's catchment area listed in Table 2.

**Table 2. 2010 Census Daley Potential ESL & GED Need by Neighborhood**

<b>Neighborhood</b>	<b>Total Pop.</b>	<b>% Lack High School Completion (Potential GED)</b>	<b>% With Poor English Skills (Potential ESL)</b>
	13,393	32.5%	40.5%
Archer Heights	13,391	32.1%	37.7%
Armour Square	41,081	17.2%	6.0%
Ashburn	31,977	27.8%	25.7%
Bridgeport	45,368	44.2%	51.7A
Brighton Park	55,628	28.8%	16.4%
Chicago Lawn	23,139	18.1%	17.3%
Clearing	39,894	41.2%	40.5%
Gage Park	34,513	24.5%	22.4%
Garfield Ridge	35,769	34.4%	35.3%
Lower West Side	15,612	35.7%	33.1%
McKinley Park	44,377	34.1%	24.1%
New City	79,288	46.2%	47.0%
South Lawndale	18,109	35.2%	41.1%
West Elsdon	33,355	30.2%	30.7%
West Lawn	13,393	32.5%	40.5%

Source: 2010 Census

According to Table 2, there is clearly a need to offer GED and ESL services within surrounding neighborhoods. In fact, in 2012, both ESL Beginning and Intermediate Levels were among the top five programs offered at Daley College. Overall, enrollment in Adult Education has increased by 26% for both fall 2012 and spring 2013 terms, as compared to the previous year's term.

### **Cost-effectiveness**

Currently, all curriculum offerings are being reviewed for maximum effectiveness and efficiency. Course scheduling is being reviewed and modified to offer students quality instruction using best instructional practices and optimum learning environments. Also, Adult Education offerings have been placed on the college credit grid structure to optimize use of available facilities.

### **Improvements**

Daley College's Adult Education Program has taken the following steps:

- a) Established partnership with the Continuing Education Department to create a Bridge pathway in Healthcare Career Programs (6.0-8.0 TABE reading score is required).
- b) Created an Manufacturing Bridge Program where Adult Education students interested in the field of Manufacturing and Technology can now achieve both: take Adult Education courses while completing a certificate of economic value (6.0-8.0 TABE reading score is required).
- c) Instituted the Gateway Scholar Program for Adult Education students interested in advancing into a college credit. The program assists students with college transition and tuition waivers.
- d) Ensured that all Adult Education students have access to all Academic Support Services, tutoring, library and computer labs.
- e) Established academic departments within the Adult Education Program (i.e., math, science, social studies, and language arts reading and writing).
- f) Revamped the Adult Education curriculum with a new set of assessments that will serve as quality control indicators.
- g) Increased access to technology such as Smart Rooms and computer labs.
- h) Conducted quarterly classroom observations and yearly evaluations of instruction.
- i) Administered a Practice GED Test to all potential GED candidates.

## Learning & Tutoring Center; Career Centers/Job Placement

### SUMMARY REPORT OF REVIEW RESULTS

#### STUDENT & ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2013

<b>Student &amp; Academic Support Services Area</b>	Learning & Tutoring Center; Career Centers/Job Placement
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### Learning & Tutoring Center

Richard J. Daley College offers tutoring through its Tutoring Center. The Tutoring Center offers discipline-specific academic support services to students. Students are assisted with understanding classroom content, completing homework assignments, and developing general skills. Professional tutors are available in the following subjects:

- Biology
- Business
- Chemistry
- Computer Information Systems
- English
- Math
- Physics
- Spanish

The number of students and average time (in hours and minutes) spent using these services are detailed in Table 1.

**Table 1. Fall 2011-Fall 2012 Tutoring Services Usage**

Subject	Fall 2011		Spring 2012		Summer 2012		Fall 2012	
	# of Students*	Time per Visit	# of Students*	Time per Visit	# of Students*	Time per Visit	# of Students*	Time per Visit
Biology	144	1h 38m	56	1h 38m	67	1h 39m	140	1h 36m
Business	22	1h 25m	62	56m	18	1h	37	1h 24m
Chemistry	125	1h 50m	221	2h 2m	211	2h 42m	27	1h 31m
CIS			8	2h 20m				
English	402	1h 12m	711	1h 16m	99	1h 8m	555	1h 16m
Math	432	1h 50m	656	2h	150	2h 1m	628	2h 29m
Nursing	3	1h 2m						
Physics	43	2h 5m	25	3h	4	2h	10	2h 55m
Spanish	29	1h 20m	35	1h 29m	19	3h 8m	50	1h 40m
Reading	9	1h 29m	19	1h 19m				

\*Represents unduplicated visits.

Source: Daley Academic Support Center Student Sign-in Sheets

As can be seen from Table 1, the top two greatest used subject areas for tutoring are math and English (writing). These areas also make up the two largest remedial needs for Daley students.

In partnership with the Tutoring Center, academic departments host specialized review sessions in preparation for midterms and finals each semester.

With the Wellness Center, the Tutoring Center hosts a series of personal, academic and professional development workshops. The workshops focus on study skills, time management and anxiety reduction.

### Signature Program

Comprehensive Academic Support and Help to Return on Investment (*C.A.S.H. to R.O.I.*), co-founded by Daley College President, Dr. Jose Aybar, and Vice President, Dr. Keith McCoy, was developed to assist students needing remediation to prepare for college-level coursework by requiring mandatory supplemental instruction and socialization.

All students enrolled into any developmental education course, English 098, English 100, Math 098, Math 099, Reading 099, and Reading 125, are required to participate in the *C.A.S.H. to R.O.I.* program. This requirement does not include students taking Foundational Studies (pre-credit) courses.

The initiative requires students to: (1) attend eight 90-120 minute modular sessions (five modules during the Summer term) of in-person group tutoring; (2) complete five hours of computer aided instruction; (3) remain enrolled in their developmental education course; (4) complete two academic advising sessions; and (5) retake the COMPASS placement test toward the end of the semester. The goal is to ensure student success upon the completion of a developmental education class and expedite remediation by decreasing the time needed to begin college-level work. The number of students who have completed the requirements of the program for the fall and spring term, since its inception during spring 2011, is given in Table 2 below.

**Table 2. C.A.S.H. to R.O.I. Completers Spring 2011 to Spring 2013**

	Spring 2011	Fall 2011	Spring 2012	Fall 2011	Spring 2013
# of Completers	697	816	814	857	736

Source: Daley Academic Support Center Student Sign-in Sheets

### Strengths

The strengths of Daley's Tutoring Center is its ability to:

- Reduce the time to remediation by as much as 33% using the *C.A.S.H.-to-R.O.I.* program. (Cost-effectiveness measure)
- Consist of 22 (76%) professional tutors who have passed the National Tutoring Association Basic Tutor Training, in November 2012
- Provide tutors who are cross-trained by the City Colleges of Chicago's Center for Distance Learning in the areas of Computer Information Systems, English and Math
- Utilize the software, GradesFirst, a student support system containing academic, advising and tutoring information, to identify at-risk students early in the a semester and allow for timely intervention
- Offer, in collaboration with the Wellness Center, various professional development training workshops

### Improvements & Rationale for Action

There is not enough human capital to meet the demands of traditional and non-traditional students needing academic support.

Some of the recommended strategies for improvement include to:

- Expand Staff
- Introduce Module Offerings
- Offer Modules in cohort model (before and after class)
- Provide Online Tutoring Services

### **Career Planning and Placement**

CCC created Offices of Career Planning and Placement at Truman College, Daley College, and a temporary space at Malcolm X College to further enhance the existing resources offered district wide. Career Planning and Placement offices offer one-on-one appointments and walk-in advising sessions. Career Services staffs help students and alumni with career related topics on an ongoing basis. Directors of these offices also facilitate workshops, track job placement, review and edit resumes and cover letters, and plan job related events, such as job fairs.

### **Improvements & Rationale for Action**

#### **Employment Success Skills Workshops**

In partnership with an industry partner, CCC developed a standardized program for soft skills workshops, which were implemented beginning Spring 2013. Consistent cohorts of students take each module in the sequence. Topics include; Career Management Skills, Career Assessments, Communication Skills, Resume and Cover Letter Writing, Professionalism & Self-Management, Networking & Online Professionalism, Work Ethic & Critical Thinking Skills, Teamwork, Presentation Skills, Entrepreneurship Skills, Creative Thinking, and Interviewing Skills. Workshops also feature guest speakers from partner companies.

#### **Career Service Intake Form**

CCC developed a centralized web based intake form. The form is completed by students each time they visit a Career Planning and Placement Office. The purpose of the form is twofold; to reduce amount of paper files and to capture data for easier reporting and documentation. The form was introduced to staff and students in Spring 2013. CCC documented 5708 Career Planning & Placement office visits across the District during the Spring term.

#### **Career Network Online Job Board**

CCC has implemented a District wide job board for students and alumni of all CCC's to apply for open positions. CCC opted for the product endorsed by the National Association of Colleges and Employers and launched Career Network in Spring 2013.

#### **College to Careers (C2C) Expos and Job Fairs**

District Office collaborated with individual campuses to offer career exploration and job seeking events for students, alumni, and community members:

- Transportation, Distribution, & Logistics C2C Expo at Olive-Harvey College – July 16 2012
- Healthcare C2C Expo at Malcolm X College – November 27, 2012
- Advanced Manufacturing C2C Expo at Daley College – April 18, 2013
- Business & Professional Services Job Fair and C2C Expo at Harold Washington College – May 9, 2013

**Career Services Standalone Workshops:**

Each Office of Career Planning and Placement offers standalone workshops throughout the year. These workshops cover basic career planning and job placement topics. Workshops are often delivered in classes or as voluntary sessions open to all students. An example is our Career Essentials Workshops for recent graduates and alumni. Each single workshop covers networking, resume and cover letter writing, and interviewing techniques in single three hour workshops.

## Richard J. Daley College's 5-Year Program Review Schedule (District 508)

Year	CTE Program	Program			Academic Disciplines	Cross-Disciplinary	Support & Academic Support
		BC	AC	AAS			
2012	Computer Information Systems	x	x	x	Written & Oral Communications	General Education (all transferable)	Admissions/Recruiting; Registration/Records
	Networking Systems & Technologies	x	x	x			
	Criminal Justice/Pub Police Services	x	x	x			
	Criminal Justice/Priv Police Services	x	x				
	Unarmed Security Guard		x				
	Communications Technology			x			
	Electrical Construction Technology			x			
	A+ Certified Computer Technician	x					
Computerized Medical Billing/Coding	x						
2013	Management/Marketing		x	x	Mathematics	Adult Education and ESL	Learning & Tutoring Centers; Career Centers/Job Placement
	Bus Administration-General Business		x				
	Supply Chain Management (SCM)	x					
	Logistics/Trans/Distribution		x				
2014	Basic Manufacturing	x			Physical & Life Sciences	Remedial/Developmental Education	Financial Aid
	Industrial Welding Technology	x					
	Phlebotomy Technician	x					
	Accounting	x	x	x			
2015	Sustainable Urban Horticulture		x		Humanities & Fine Arts	Vocational Skills	Disability Services Counseling/Advising; Library
	Nursing			x			
	Basic Nursing Assistant	x					
	Logistics/Trans/Distribution			x			
2016	Computer Numeric Control Technician	x			Social & Behavioral Sciences	Transfer Functions and Programs including the AA, AS, AES, AGS degree programs	Business Services; Athletics; Student Activities
	Child Dev/Preschool Education	x	x	x			
	Human Development and Family Studies			x			
	Mfg. Tech/Maintenance Mechanic		x	x			
	Industrial Maintenance		x				
	Pharmacy Technician	x					
	Management/Marketing	x					
	Real Estate Broker Pre-Licensure	x					