

ILLINOIS COMMUNITY COLLEGE BOARD

2014 PROGRAM REVIEW

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



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PRESIDENT**

JULY 2014

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A.A.S. in Accounting (52.0301)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

CIP Code: 52.0301	
Career Cluster Business, Management and Administration Career	
Career Pathway Business Financial Management and Accounting	
Program of Study Accounting	
Community College Program Title: Associates of Applied Science in Accounting	Degree Type 03-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

The A.A.S. degree program in Accounting is the study of basic accounting skills. Completion of the program can lead to various levels of accounting positions in accounting firms, retail stores, manufacturing, service businesses, and small business employment as a junior member of an accounting staff, estimator, credit analyst, budget or general accountant, bank teller, and accounts receivable or accounts payable clerk.. The A.A.S. in Accounting 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 Business Department has two full-time and seven part-time faculty members.

From Table 1 below, it can be seen that enrollment has been sporadic between 2010 and 2014 with a peak in 2012. The number of students who enrolled in the AAS program for Accounting during FY14 is 56. There was also steady program completion between 2010 and 2013 with the greatest low occurring in 2011. In November 2012, City Colleges of Chicago named Harold Washington College as having a business focus, as a part of the College-to-Careers Initiative. As a result, the program is currently under review, which is being led by Harold Washington College. However, in 2011, Daley College did revise the

course offerings within the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

Table 1. FY09 - FY13 Enrollment and Awards

	Fiscal Year				
	2010	2011	2012	2013	2014
Enrollment	61	36	63	49	56
Program Awards	13	9	21	17	NA

Source: Office of Research and Evaluation

From Table 2 below, results over a three-year period indicate that, of the 64% of respondents who are employed, 33% have jobs related to the A.A.S. in Accounting Program 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 \$10.76 per hour. Further, other indicators from the survey provide support for the quality of the program. Approximately, 87% of students were satisfied with the program’s courses and 85% were satisfied with the overall services at Daley.

Table 2. 2010 - 2012 Graduate Survey Results (N=24) – Averaged over 3 Years

Item	Outcome
Employed or Pursued Additional Education after CCC	93%
Pursued Additional Education after CCC	50%
Employed	64%
Employed in Job Related to Program	33%
Satisfied with Job	67%
Satisfied with Program Courses	87%
Satisfied with College Services	85%

Source: Office of Research and Evaluation – FY2013 Program Profiles

High school students can enroll in the program’s 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 Accounting (52.0301)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

CIP Code: 52.0301	
Career Cluster Business, Management and Administration Career	
Career Pathway Business Financial Management and Accounting	
Program of Study Accounting	
Community College Program Title: Advanced Certificate in Accounting	Degree Type 20-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

The Advanced Certificate program in Accounting is one of two certificate programs that offer students the study of basic accounting skills. Completion of the program can lead to various levels of accounting positions in accounting firms, retail stores, manufacturing, service businesses, and small business employment as a junior member of an accounting staff, estimator, credit analyst, budget or general accountant, bank teller, and accounts receivable or accounts payable clerk. The Advanced Certificate in Accounting 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 two full-time and seven part-time faculty members.

From Table 1 below, it can be seen that enrollment was low to non-existent between 2010 and 2014. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. This would correspond to the A.A.S. degree in Accounting. 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. In November 2012, City Colleges of Chicago named Harold Washington College as having a business focus, as a part of the College-to-Careers Initiative. As a result, the program is currently under review, which is being led by Harold Washington College. However, in

2011, Daley College did revise the course offerings within the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

Table 1. FY10 - FY14 Enrollment and Awards

	Fiscal Year				
	2010	2011	2012	2013	2014
Enrollment	2	2	0	0	1*
Program Awards	2	7	16	10	NA

Source: Office of Research and Evaluation – FY2012 & FY2013 Program Profiles

*Source: OpenBook

From Table 2 below, despite the small sample size, results over a three-year period indicate that, of the 67% of respondents who are employed, 25% have jobs related to the Advanced Certificate in Accounting 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 \$12.26 per hour. Further, other indicators from the survey provide support for the quality of the program. Approximately, 85% of students were satisfied with the program's courses and 69% were satisfied with the overall services at Daley.

Table 2. 2010 - 2012 Graduate Survey Results (N=6) – Averaged over 3 Years

Item	Outcome
Employed or Pursued Additional Education after CCC	100%
Pursued Additional Education after CCC	67%
Employed	67%
Employed in Job Related to Program	25%
Satisfied with Job	100%
Satisfied with Program Courses	85%
Satisfied with College Services	69%

Source: Office of Research and Evaluation – FY2013 Program Profiles

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

Indices to evaluate cost effectiveness are unavailable.

Basic Certificate in Accounting (52.0301)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

CIP Code: 52.0301	
Career Cluster Business, Management and Administration Career	
Career Pathway Business Financial Management and Accounting	
Program of Study Accounting	
Community College Program Title: Basic Certificate in Accounting	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

The Basic Certificate program in Accounting is one of two certificate programs that offer students the study of basic accounting skills. Completion of the program can lead to various levels of accounting positions in accounting firms, retail stores, manufacturing, service businesses, and small business employment as a junior member of an accounting staff, estimator, credit analyst, budget or general accountant, bank teller, and accounts receivable or accounts payable clerk. The Basic Certificate in Accounting requires students to complete 17 credit hours. The program is supported by classrooms equipped to meet the needs of current technologies in the career fields. The Business Department has two full-time and seven part-time faculty members.

From Table 1 below, it can be seen that enrollment was low to non-existent between 2010 and 2014. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. This would correspond to the A.A.S. degree in Accounting. However, students do apply for the Beginning Certificate while pursuing the A.A.S. degree. This is evidenced by the awarding of Beginning Certificates each year. In November 2012, City Colleges of Chicago named Harold Washington College as having a business focus, as a part of the College-to-Careers Initiative. As a result, the program is currently under review, which is being led by Harold Washington College.

However, in 2011, Daley College did revise the course offerings within the basic and advanced certificates and degree in order to maximize student completion in the most efficient timeframe.

Table 1. FY10 - FY14 Enrollment and Awards

	Fiscal Year				
	2010	2011	2012	2013	2014
Enrollment	0	0	0	0	0
Program Awards	27	13	45	20	NA

Source: Office of Research and Evaluation – FY2012 & FY2013 Program Profiles

From Table 2 below, despite the small sample size, results over a three-year period indicate that, of the 50% of respondents who are employed, 50% have jobs related to the Beginning Certificate in Accounting 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 \$11.64 per hour. Further, other indicators from the survey provide support for the quality of the program. Approximately, 81% of students were satisfied with the program's courses and 92% were satisfied with the overall services at Daley.

Table 2. 2010 - 2012 Graduate Survey Results (N=12) – Averaged over 3 Years

Item	Outcome
Employed or Pursued Additional Education after CCC	75%
Pursued Additional Education after CCC	50%
Employed	50%
Employed in Job Related to Program	25%
Satisfied with Job	50%
Satisfied with Program Courses	81%
Satisfied with College Services	92%

Source: Office of Research and Evaluation – FY2013 Program Profiles

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

Indices to evaluate cost effectiveness are unavailable.

Basic Certificate in Advanced Manufacturing (48.0501)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

CIP Code: 48.0501	
Career Cluster Manufacturing	
Career Pathway Production	
Program of Study Machine Tool Technology/Machinist	
Community College Program Title: Basic Certificate in Manufacturing	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. FY10 - FY14 Enrollment and Awards

	Fiscal Year				
	2010	2011	2012	2013	2014
Enrollment	0	0	0	0	0
Program Awards	0	0	0	0	0

Source: Office of Research and Evaluation – FY2012 & FY2013 Program Profiles

This program has yet to enroll students. During FY2015, this program will be discontinued at Daley College. Alternatively, Daley College has created a 19-credit hour Basic Certificate in Computer Numeric Control, comprised of six courses, leading to completion of A.A.S. in Manufacturing Technology.

Basic Certificate in Industrial Welding Technology (48.0508)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

CIP Code: 48.0508	
Career Cluster Manufacturing Career	
Career Pathway Production	
Program of Study Welding Technology/Welder	
Community College Program Title: Basic Certificate in Industrial Welding Technology	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. FY10 - FY14 Enrollment and Awards

	Fiscal Year				
	2010	2011	2012	2013	2014
Enrollment	1	2	0	0	0
Program Awards	0	0	0	0	0

Source: Office of Research and Evaluation – FY2012 & FY2013 Program Profiles

This program has not enrolled students since 2011. During FY2015, this program will be discontinued at Daley College. Daley has created a 12-credit hour Basic Certificate in Welding, which is comprised of four courses, leading to the completion of the A.A.S. in Manufacturing Technology.

Basic Certificate in Phlebotomy Technician (51.1009)

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

CIP Code: 51.1009	
Career Cluster Health Science Career	
Career Pathway Diagnostic Services	
Program of Study Phlebotomy/Phlebotomist	
Community College Program Title: Basic Certificate in Phlebotomy Technician	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

The Basic Certificate program in Phlebotomy Technician is a certificate program that prepares students to become a National Certified Phlebotomy Technician through the National Center for Competency Testing. The course helps students to become familiar with all aspects of blood collection and to develop the comprehensive skills to perform a venipuncture completely and safely. Classroom work includes medical terminology, anatomy and physiology, blood collection procedures, specimen hands-on practice, and clinical training in skills and techniques to perform puncture methods. The Phlebotomy Technician program requires students to complete 12 credit hours. The program is taught solely by adjuncts and is supported by classrooms equipped to meet the needs of current technologies in the career field.

From Table 1 below, it can be seen that enrollment declined in 2011 (from 2010) but appears to have rebounded by 2014. Over the past four years, there has been a push by Daley College's president to recruit more students into certificate programs.

Table 1. FY10 - FY14 Enrollment and Awards

	Fiscal Year				
	2010	2011	2012	2013	2014
Enrollment	41	12	14	21	43*
Program Awards	48	21	19	21	NA
# of Certifications**	NA	18	12	25	NA

Source: Office of Research and Evaluation – FY2012 & FY2013 Program Profiles

*Source: OpenBook

**Reported by Continuing Education Department

It appears that, according to the U.S. Bureau of Labor Statistics, "Employment of phlebotomists is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations" (<http://www.bls.gov/ooh/healthcare/phlebotomists.htm#tab-6>). Thus, it is expected that there has been an increased interest by the community in obtaining jobs as phlebotomists that has contributed to Daley's growing enrollment.

From Table 2 below, results over a three-year period indicate that, of the 80% of respondents who are employed, only 31% have jobs related to the Beginning Certificate in Phlebotomy Technician Program completed at Daley. This appears to be somewhat disconcerting. Considering only 71% of respondents were satisfied with the program courses and only 59% satisfied with the college services, there appears to be a lot of room for growth and improvement. However, given that 87% of the respondents are satisfied with their current job, it could be that many of these students elected to work outside of their program of study based on personal choice. The average salary rate for the respondents is \$13.19 per hour. In any event, close monitoring of program outcomes and service excellence will be done.

Table 2. 2010 - 2012 Graduate Survey Results (N=33) – Averaged over 3 Years

Item	Outcome
Employed or Pursued Additional Education after CCC	80%
Pursued Additional Education after CCC	35%
Employed	80%
Employed in Job Related to Program	31%
Satisfied with Job	87%
Satisfied with Program Courses	71%
Satisfied with College Services	59%

Source: Office of Research and Evaluation – FY2013 Program Profiles

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

Indices to evaluate cost effectiveness are unavailable.

Physical & Life Sciences

SUMMARY REPORT OF REVIEW RESULTS

ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2014

Discipline Area	Physical & Life Sciences
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Physical Sciences Department

Mission:

The Physical Science Department strives to provide high-end survey courses in astronomy, environmental science, and geology, along with state-of-the-art chemistry, engineering, and physics courses for devoted science majors. By the use of computer-aided instruction in the classroom and data acquisition in the lab, the department seeks to produce science-literate citizens and competitive, computer-literate technicians ready for the challenges of the global marketplace.

Goals:

The goals of the Physical Science Department are to:

1. In collaboration with the Biology Department, increase the number of Science and Engineering students obtaining their associate's degrees or transferring to a four-year college or university.
2. Improve teaching effectiveness.
3. Improve the relevance and general appeal of IAI approved physical science general education courses.

Department Faculty & Staff:

Currently, Daley's Physical Science Department has five full-time and four part-time faculty members. All full-time instructors have doctoral degrees. Four of the five are tenured and one is a tenure-track instructor. The department is also staffed by two clerical support staff.

General Education & Majors Courses:

The department offers several courses that transfer to four-year institutions. These courses can be categorized as those meeting general education or major course requirements. The following general education and major courses are offered:

General Education

- Astronomy 201
- Chemistry 121
- Chemistry 201
- Geology 201
- Physical Science 101
- Physical Science 102
- Physics 221

Majors

- Chemistry 203
- Chemistry 205
- Chemistry 207
- Engineering 190
- Engineering 215
- Physics 215
- Physics 216
- Physics 217
- Physics 235
- Physics 236
- Physics 237

The courses above are either IAI-approved or have Form 13s, course articulation agreements, on file in the Office of Instruction. 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.

Course scheduling is monitored by the Vice President of Academic & Student Affairs. In collaboration with the Department Chair, courses have been placed on a rotation (see Table 1 below) in order to maximize enrollment and offer students the best chance for completion of their intended program.

Table 1. Scheduled Offerings for Physical Science Courses.

Every Term	Fall	Spring
Astronomy 201	Engineering 111, 131	Engineering 190
Chemistry 121	Chemistry 205	Chemistry 203, 207
Chemistry 201	Physics 236, 216, 222	Physics 235, 237, 215, 217, 221
Physical Science 101	Geology 201 (alternating fall)	

The department offers transfer courses to fulfill primarily the Associates of Science (A.S.) and Associates in Engineering Science (A.E.S.) degrees. These degrees are intended for students planning to transfer to a four-year college or university to complete a baccalaureate degree. These degrees require a student to complete 64 credit hours comprising a minimum of 39 credit hours for the A.S. and 20 credit hours for A.E.S. of general education courses. An example of a schedule for an A.S. completer is given in Table 2 below.

Table 2. Associates of Science Degree – Chemistry Focus (64 hours)

Fall 1 Semester		Spring 1 Semester		Fall 2 Semester		Spring 2 Semester	
Course	Credit	Course	Credit	Course	Credit	Course	Credit
English 101	3	English 102	3	Speech 101	3	Biology 121	5
Chem 201	5	Chem 203	5	Chem 205	6	Chem 207	6
Math 207	5	Math 208	5				
*Humanities or Fine Arts	3	*Humanities or Fine Arts	3			*Humanities or Fine Arts	3
* Social & Behavioral Science	3	* Social & Behavioral Science	3	* Social & Behavioral Science	3		
Total	19	Total	19	Total	12	Total	14

As seen from Tables 3 and 4 below, enrollment in courses within the Physical Science Department has increased significantly since FY09. For example, between FY09 and FY13, enrollment in astronomy has increased by 20%, chemistry by 21%, engineering by 119%, geology by 10%, physical science by 78%, and physics by 78%. This has been due in part to monitoring more closely course scheduling and enrollment projections.

Table 3. FY09-FY13 Physical Science Unduplicated Enrollment by Course and Term

Course	FY09	FY10	FY11	FY12	FY13
Astronomy 101	168	197	280	267	202
Chemistry 100 ^a	344	365	224	NA	NA
Chemistry 121	345	365	406	405	376
Chemistry 201	133	126	155	184	179
Chemistry 203	26	32	16	31	29
Chemistry 205	11	13	-	24	28
Chemistry 207	-	5	-	-	-
Engineering 111	15	35	47	33	31
Engineering 131	10	35	36	11	30
Engineering 165	16	-	-	-	15
Engineering 190	-	-	23	27	17
Engineering 250	-	-	-	-	22
Geology 201	49	102	42	60	53
Physical Science 101	25	21	19	103	191
Physical Science 111 ^b	78	131	151	62	20
Physical Science 112 ^c	16	NA	NA	NA	NA
Physics 131	-	13	26	-	-
Physics 215	-	11	20	23	14
Physics 216	9	6	9	16	18
Physics 217	-	13	-	16	11
Physics 220	8	4	12	-	-
Physics 221	14	-	-	17	23
Physics 224	19	15	22	36	30
Physics 231	8	4	12	-	-
Physics 232	-	1	5	8	-
Physics 235	19	15	22	36	30
Physics 236	8	44	6	39	21
Physics 237	7	1	6	14	18

Source: OpenBook

^aChemistry 100 was discontinued.

^bPhysical Science 111 is not an IAI-approved general education course and is being revised.

^cPhysical Science 112 is not offered.

Table 4. FY09-FY13 Physical Science Unduplicated Enrollment by Discipline and Term

Discipline	FY09	FY10	FY11	FY12	FY13
Astronomy	168	197	280	267	202
Chemistry	486	520	557	610	588
Engineering	32	55	87	52	70
Geology	49	102	42	60	53
Physical Science	118	152	169	164	210
Physics	54	76	79	106	96

Source: OpenBook

Assessment:

Beginning spring 2012, the Physical Science Department began assessing students taking general education courses, Chemistry 121 and 201, using a nationally-normed exam from the American Chemical Society (ACS). For Chemistry 121, the Toledo Exam was used but the results and the exam are under review for alignment with the course student learning outcomes. For Chemistry 201, the First Semester General Chemistry ACS exam was utilized, which is a two-hour assessment that contains 70 multiple-choice questions. Unfortunately, the results, as reported by the Department, are inconclusive. . The assessment results revealed that majority of Daley students score below the 25th percentile of students taking the exam nationally. In fact, only 14.9% of Daley students scored above the 1st quartile during spring 2012, 5.6% in fall 2012, 18.6% in spring 2013, and 23.3% in fall 2013. The Department attributes the increase in the spring 2013 percentage to one of the sections using the ACS exam as the final exam of the course, whereas the exam score had no effect on a student's grade for the other sections. This assessment does not provide enough information to evaluate the effectiveness of the curriculum and shortcomings of student learning. Going forward, review of the ACS exam for alignment with student learning outcomes and language used in the exam. In addition, other methods will be explored to assess student learning that will provide more useful and meaningful results.

Natural (Life) Sciences Department**Mission:**

The mission of the Natural Science Department is to provide students with challenging and stimulating instruction that will cultivate a thorough understanding of biological principles and offer students insight into current issues in the life sciences.

Goals:

The goals of the Natural Science Department are to:

1. Establish and maintain courses that develop in students a solid foundation of scientific information, as well as problem solving and decision making skills. These skills will enable students to advance to health-related programs, transfer into baccalaureate programs, and become informed members of the community.
2. Provide a classroom environment for student growth and maturity in the areas of oral and written scientific communication, independent and collaborative learning, and critical thinking.
3. Provide opportunities for students to utilize current technologies in the classroom.
4. Ensure students gain a deeper appreciation of careers that utilize biology and the importance of biology in everyday life.

Department Faculty & Staff:

Currently, Daley's Natural Science Department has seven full-time and 11 part-time faculty members. Except one, all full-time instructors have doctoral degrees. Six of the seven are tenured and one is a tenure-track instructor. The department is also staffed by two clerical support staff. The department has three committees comprised of three professors each: (1) Lab Safety Committee, (2) Curriculum Committee, and (3) Assessment Committee. The Lab Safety Committee is responsible for the safety of all labs and makes sure that all rules of safety are followed by students and instructors. The Curriculum Committee is responsible for assigning books to courses (all sections of the same course use a common textbook), updating the master syllabi, and reviewing student learning goals and outcomes. The Assessment Committee is responsible for spearheading assessment activities for the department.

General Education & Majors Courses:

The department offers several courses that transfer to four-year institutions. These courses can be categorized as those meeting general education or major course requirements. The following courses for general education, major and elective are offered:

General Education

- Biology 114
- Biology 115
- Biology 242 (not offered)
- Botany 201 (not offered)
- Zoology 211 (not offered)

Majors & Electives

- Biology 103
- Biology 107
- Biology 120
- Biology 121
- Biology 122
- Biology 205 (new)
- Biology 226
- Biology 227
- Microbiology 233
- Pharmacology 103

The courses above are either IAI-approved or have Form 13s, course articulation agreements, on file in the Office of Instruction. 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.

Course scheduling is monitored by the Vice President of Academic & Student Affairs. In collaboration with the Department Chair, courses have been placed on a rotation (see Table 5 below) in order to maximize enrollment and offer students the best chance for completion of their intended program.

Table 5. Scheduled Offerings for Natural Science Courses.

Every Term	Fall	Spring
Biology 120	Biology 114	Biology 115
Biology 121	Biology 205 or Pharmacology 103	Biology 122
Biology 226		Biology 205 or Pharmacology 103
Biology 227		
Microbiology 233		

Similar to the Physical Science Department, the Natural Science Department offers transfer courses to fulfill primarily the Associates of Science (A.S.) degree for science majors.

As seen from Tables 6 below, enrollment in courses within the Natural Science Department has increased significantly since FY09. For example, between FY09 and FY13, enrollment in biology has increased by 14%, microbiology by 7%, and pharmacology by 300%. This has been due in part to monitoring more closely course scheduling and enrollment projections.

Table 6. FY09-FY13 Natural Science Unduplicated Enrollment by Course and Term

Course	FY09	FY10	FY11	FY12	FY13
Biology 103	92	54	94	81	77
Biology 107	153	155	200	157	160
Biology 114	201	191	177	230	245
Biology 115	161	178	170	266	303
Biology 120	92	164	235	267	256
Biology 121	621	705	651	608	530
Biology 122	46	33	29	31	24
Biology 226	289	400	388	308	292
Biology 227	222	278	298	225	209
Microbiology 233	215	283	257	226	229
Pharmacology 103	19	35	69	61	76

Source: OpenBook

Assessment:

In spring 2013, the Natural Science Department assessed students within Biology 121. The department selected this course because it is a prerequisite for the anatomy and physiology courses and is an admission requirement for the Nursing program. While the student results met the expectations of the department, the department still acknowledges that too many students enter the first anatomy and physiology (Biology 226) course being very weak in Biology 121 concepts. Toward this end, the department developed a diagnostic assessment that can be used at the beginning of Biology 226 to ascertain student under-preparedness and identify strategies to remediate students appropriately. Further, this assessment will be used to further refine areas of difficulty that may need to be re-evaluated within the Biology 121 curriculum. The department also assesses student learning in Biology 226 and Biology 227. It will begin assessing student learning in Biology 114 and Microbiology 233 in fall 2014. The Department attempts to assess various student learning outcomes every three semesters

Physical & Natural Sciences**Cost-effectiveness**

As stated above and demonstrated in Tables 1 and 5, course scheduling is based on enrollment projections and course rotations. This helps maximize the cost effectiveness of course offerings. Further,

the college uses decision rules regarding class size minimums (12-15) and maximums (31 for lab or 38-39 for non-lab). In this way, the college can maximize the number of students instructed per student, while offering sections desirable to or needed by students.

Improvements & Rationale for Action

Recently, Daley College renovated and created new labs for both the Physical Science and Natural Science Departments at the main campus and additional location, Arturo Velasquez Institute (AVI). This allows the college to offer students an improved quality of instruction and expands the capacity of the school to begin offering chemistry and biology courses at AVI. Daley's goal is to increase the number of students who are awarded the Associates in Science degree which, as can be seen in Table 7 below, has been very small.

Table 7. FY09-FY13 Award by Degree Type

Degree	FY09	FY10	FY11	FY12	FY13
Associate of Arts	138	147	100	137	165
Associate in Applied Science	208	216	221	296	271
Associate in Engineering Science	1	6	1	2	14
Associate in General Studies	5	8	9	27	30
Associate in Science	7	7	4	3	9
Total	359	382	339	464	489

Source: OpenBook

Remedial/Developmental Education

SUMMARY REPORT OF REVIEW RESULTS

CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Cross-Disciplinary Program	Remedial/Developmental Education
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Daley's Developmental Education Initiative (DEI), formerly named 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 DEI program. This requirement does not include students taking Foundational Studies (pre-credit) courses. Fifteen percent of a student's final grade in any developmental education course is based on the student participating in and completing DEI.

DEI 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 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.

Program Goals:

DEI was created based on meeting the following academic support program goals:

- **Proficiency Enhancement**
 - Targeted Core Skills
 - Enhanced Student Support Assistance (MyFoundationsLab)
- **Social Capital**
 - Engagement
 - Active Learning
- **Comprehensive Case Management Services**
 - Intrusive Advising
 - Pathway Guidance
- **Expedited Remediation**
 - Mandatory COMPASS and E-Write Retesting

Program Objectives:

At the end of DEI, through the development of social capital (i.e., collaborative learning and the exchange and evaluation of values), students will:

- Relearn concepts previously presented in their academic history.
- Reinforce concepts previously learned.
- Provide students with the opportunities to make level gains.

Program Outcomes:

At the end of the DEI program, the following outcomes are expected

- DEI completers will be more successful than students within the control group¹.
- Course success rates will improve, as a result of DEI.
- Course retention will not be negatively impacted, as a result of DEI.
- Student persistence will increase for DEI completers.
- DEI students will make level gains.
- Time it takes a new student completing DEI to finish remediation is decreased as compared to the new students from the control group.

Other Program Considerations:

- Grade inflation will not occur as a result of the mandatory completion of DEI for 15% of a student's final grade.
- Significant correlations will exist between completing DEI and course success.
- New students who complete DEI will be more successful than new students from the control group.
- Social capital will positively impact on DEI students' academic performance.
- Students completing DEI will provide feedback regarding the program.

Program Measures:

In order to evaluate the efficacy and effectiveness of DEI, the following measures will be monitored:

- Success rates will be determined based on students earning a final grade of A, B, or C and calculated based on:
 - **STAT success rates:** Students earning a final grade of A, B, or C out of **all** students enrolling into the course (includes students who dropped or were administratively withdrawn).
 - **End-of-Term (EOT) success rates:** Students earning a final grade of A, B, or C out of students who remained in the course (does not include students who dropped or were administratively withdrawn).
 - Statistical tests of proportions will be used to evaluate significant differences between groups.
- Spearman correlations will be determined between DEI completion (or not) and course success (or not).
- Retention rates will be determined and based on students who remain in the course, regardless of a student's success in the course, out of **all** students enrolling into the course (includes students who dropped or were administratively withdrawn).
 - Statistical tests of proportions will be used to evaluate significant differences between groups.
- Level gains will be determined, upon completion of DEI, using the COMPASS and E-Write results and will be based on students placing into at least one course higher than their current developmental education course.

¹ Control group represents students enrolled in any developmental education course within FY10 (i.e., Fa10, Sp10, and Su10).

- Grade inflation is defined as “a student receiving a final grade that is higher than their actual ability at the end of their developmental education course” and will exist if concurrent validity is violated.
 - Concurrent validity is established when higher the grade groups (i.e., A, B, C, D or F) earn higher the placement scores or have a higher percentage of students making level gains.
- Time to remediation completion will be determined. A weighted average will be used to determine the percentage of completion time reduced for students completing DEI as compared to students from the control group.
- DEI survey seeking feedback for the program will be administered to students each term.

Metric Results & Summaries

Table 1. Retention Rate

Indicator	Measure	Benchmark	Course	% of Students										
				Control			Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
				Sp10	Su10	Fa10								
Retention Rate Compared to Control	EOT Size ÷ STAT Size Significant ($p < 0.05$)	Increase or No Statistical Change from Control	English 98	86%	93%	86%	84%	94%	89%	82%	96%	89%	85%	100%
			English 100	85%	88%	87%	86%	87%	89%	86%	96%*	88%	86%	98%*
			Math 98	78%	85%	82%	81%	88%	83%	80%	79%	84%	80%	76%
			Math 99	81%	84%	81%	77%	87%	81%	82%	91%	79%	81%	88%
			Reading 99	89%	86%	87%	86%	100%*	90%	84%	96%	90%	78%*	100%
			Reading 125	84%	89%	90%	89%*	85%	88%	90%*	96%	87%	82%	87%

SOURCE: PSReport Statistical Reports

- **EOT** represents students who remain in the course by the end of the term. **STAT** represents students enrolled in the course by the STAT date.
- *Statistically significant at the .05 level.

Benchmark: Increase or No Statistical Change from Control

- With the exception of Reading 99 during spring 2013, there was no statistically significant negative impact on retention, as a result of DEI.

Table 2. STAT Success Rate

Indicator	Measure	Benchmark	Course	% of Students										
				Control			Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
				Sp10	Su10	Fa10								
STAT Success Rate Compared to Control	Grades (A, B, C, or by Placement)	Increase from Control	English 98	53%	77%	57%	56%	85%	57%	54%	89%	60%	51%	66%
			English 100	61%	76%	66%	65%	74%	65%	54%	79%	69%	61%	94%*
			Math 98	40%	58%	50%	50%*	61%	51%	54%*	61%	50%	47%*	51%
			Math 99	47%	62%	54%	51%	71%	54%	57%*	81%*	48%*	54%*	75%
			Reading 99	56%	63%	71%	56%	82%	70%	62%	74%	65%	55%	86%
			Reading 125	56%	61%	67%	63%*	65%	67%	64%*	75%	63%	62%	80%

SOURCE: PSReport Statistical Reports & DEI Completion List

- **STAT success rates:** Students earning a final grade of A, B, or C out of **all** students enrolled in the course by the STAT date (i.e., includes students who dropped or were administratively withdrawn).
- *Statistically significant at the .05 level.

Benchmark: Increase from Control

- More of the courses see increases in STAT success rates above the control for the spring and summer terms.
- With the exceptions of Math 98 and Reading 125 for Fa11-to-Sp12 comparisons, there appears to be a positive relationship between retention and STAT success rates. That is, as retention rates increase (or decrease) the STAT success rates generally increase (or decrease).

Table 3. EOT Success Rate

Indicator	Measure	Benchmark	Course	% of Students										
				Control			Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
				Sp10	Su10	Fa10								
EOT Success Rate Compared to Control	Grades (A, B, C, or by Placement)	Increase from Control	English 98	62%	84%	67%	67%	90%	65%	67%	92%	68%	60%	66%*
			English 100	72%	87%	76%	75%	84%	73%	63%*	82%	78%	71%	96%
			Math 98	51%	69%	62%	62%*	69%	62%	67%*	77%	60%*	59%*	68%
			Math 99	59%	74%	67%	66%*	81%	67%	69%*	89%*	61%	67%*	86%
			Reading 99	63%	73%	81%	66%	86%	78%	73%	77%	72%*	71%	86%
			Reading 125	66%	69%	75%	70%	77%	76%	72%	78%	73%	75%*	92%*

SOURCE: PSReport Statistical Reports & DEI Completion List

- o *Statistically significant at the .05 level.

Table 4. EOT Success Rate – Completers vs. Non-completers

Indicator	Measure	Benchmark	Course	% of Students								
				Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13	
EOT Success Rate Compared to Control	Grades (A, B, C, or by Placement)	Increase from Control	English 98	Non-completer	33%	76%	36%	34%	67%	34%	22%	35%
				Completer	90%	96%	91%	86%	93%	96%	87%	71%
			English 100	Non-completer	55%	64%	56%	40%	69%	51%	45%	83%
				Completer	91%	94%	96%	90%	86%	97%	94%	100%
			Math 98	Non-completer	38%	40%	32%	43%	40%	30%	27%	0%
				Completer	85%	79%	84%	84%	90%	74%	85%	88%
			Math 99	Non-completer	45%	56%	47%	44%	43%	30%	34%	20%
				Completer	79%	84%	82%	87%	94%	75%	84%	93%
			Reading 99	Non-completer	35%	50%	49%	45%	29%	24%	36%	0%
				Completer	89%	89%	96%	91%	95%	96%	94%	100%
			Reading 125	Non-completer	48%	44%	62%	43%	44%	31%	43%	75%
				Completer	89%	90%	87%	90%	89%	96%	97%	95%

SOURCE: PSSA Grade Rosters & DEI Completion List

- o **End-of-Term (EOT) success rates:** Students earning a final grade of A, B, or C among those who remained in the course (does not include students who dropped or were administratively withdrawn).

Benchmark: Increase from Control

- More of the courses see increases in STAT success rates above the control for the spring and summer terms.
- EOT success rates are significantly higher for Completers versus Non-completers across all courses over all terms.

Table 5. Remediation Time (# of Terms to Completion)

Indicator	Measure	Benchmark	Course	Average # of Terms										
				Control			Completers							
				Sp10	Su10	Fa10	Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
Remediation Time (# of Terms)	Weighted Average of students taking remedial courses	Lower Remediation Time for Dev. Ed. Completers vs. Control	English 98	2.47	2.23	2.43	1.92	1.90	1.85	1.98	1.61	1.78	1.87	1.96
			English 100	1.39	1.24	1.34	1.09	1.06	1.06	1.10	1.14	1.03	1.06	1.00
			Math 98	2.60	2.42	2.50	2.12	2.19	2.11	2.14	2.05	2.16	2.07	2.09
			Math 99	1.53	1.38	1.46	1.21	1.16	1.18	1.13	1.06	1.25	1.16	1.07
			Reading 99	2.44	2.37	2.29	1.99	1.49	1.89	1.90	1.83	1.78	1.90	1.44
			Reading 125	1.44	1.39	1.33	1.11	1.10	1.13	1.10	1.11	1.04	1.03	1.05

- **Assumptions:**
 - A student takes courses with no interruptions.
 - The student will be successful in the subsequent course(s).
 - Remediation time is a weighted average based on the success rates (from prior term).

Benchmark: Lower Remediation Time for Dev. Ed. Completers versus Control

- Remediation time was decreased for Completers versus the Control for all courses over all terms.
- For each course between Sp11 and Su13, the lowest (and highest) number of terms saved is:
 - .27 (.65) for English 98; .10 (.33) for English 100; .33 (.53) for Math 98; .21 (.40) for Math 99; .40 (.95) for Reading 99; .20 (.34) for Reading 125

Table 6. Spearman Correlation

Indicator	Measure	Benchmark	Course	Correlation							
				Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
Spearman Correlation	The student will be successful in the subsequent course(s)	Statistically Significant Positive Correlations	English 98	.506*	.133	.520*	.522*	.320*	.637*	.585*	.541*
			English 100	.492*	.453*	.441*	.563*	.250*	.388*	.564*	.015
			Math 98	.452*	.352*	.503*	.355*	.399*	.483*	.534*	.664*
			Math 99	.406*	.285*	.313*	.411*	.380*	.448*	.451*	.449*
			Reading 99	.572*	.432*	.637*	.576*	.572*	.669*	.655*	.641*
			Reading 125	.553*	.444*	.409*	.568*	.369*	.577*	.668*	.510*

SOURCE: PSSA Grade Rosters & DEI Completion List

- **Spearman rank correlation** is a non-parametric test that is used to measure the degree of association between two variables. Spearman rank correlation test does not make any assumptions about the distribution. The assumptions of Spearman rho correlation are that data must be at least ordinal and scores on one variable must be monotonically related to the other variable.
- *Statistically significant at the .05 level.

Benchmark: Statistically Significant Positive Correlations

- With the exception of English 98 during Su11 and English 100 during Su13, the correlations for all courses and across all terms were positive and statistically significant.

Table 7. Level Gains

Indicator	Measure	Benchmark	Course	% of Students							
				Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
Level Gains	% of students post-testing at least one level above	40% or above	English 98	47%	43%	54%	42%	67%	50%	45%	46%
			English 100	58%	33%	38%	36%	32%	40%	20%	26%
			Math 98	67%	67%	58%	52%	66%	63%	55%	79%
			Math 99	34%	37%	33%	29%	24%	26%	28%	18%
			Reading 99	44%	53%	44%	42%	74%	66%	49%	56%
			Reading 125	27%	26%	25%	26%	29%	27%	25%	36%

SOURCE: DEI Completion List

- **A Level gain** is determined as a student who places into the next higher course(s).

Benchmark: 40% or above

- Level gains are seen for all lower-level developmental education courses (English 98, Math 98, and Reading 99). However, with the exception of English 100 during Sp11 and Fa12, students have not met the expected benchmark in the gateway courses (English 100, Math 99, and Reading 125).

Table 8. Double Jumps

Indicator	Measure	Benchmark	Course	# of Students							
				Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
Double Jumps	# of students who made two level gains	None	English 98	22	7	42	24	20	41	38	2
			English 100	NA	NA	NA	NA	NA	NA	NA	NA
			Math 98	9	1	14*	5	2	24*	15	1
			Math 99	2	1	4	7	0	8	6	1
			Reading 99	5	11	20	12	2	21	41	5
			Reading 125	NA	NA	NA	NA	NA	NA	NA	NA

SOURCE: DEI Completion List

- **A Level gain** is determined as a student who places into the next higher course(s).
- *1 student placed out of Math 140 during Fa11, 1 in Fa12.
- For Math 99, students, who place out of Math 140, have made two level gains.

Benchmark: N/A

- Students are placing into college-level English, Math and Reading from all lower-level developmental education courses, including Math 99.
- For each course between Sp11 and Su13, the lowest (and highest) number of students making two-level jumps is:
 - 2 (42) for English 98
 - 1 (24) for Math 98
 - 2 Math 98 students placed out of Math 140 (3-level jump)
 - 0 (8) for Math 99
 - These students placed out of Math 140
 - 2 (41) for Reading 125

Table 9. Passed by Placement

Indicator	Measure	Benchmark	Course	# of Students							
				Sp11	Su11	Fa11	Sp12	Su 12	Fa12	Sp13	Su13
Passed by Placement	# of students who received a D or F but placed into one or more levels above	None	English 98	4	0	8	3	1	6	11	2
			English 100	3	2	4	9	2	14	2	0
			Math 98	10	5	10	13	4	22	14	2
			Math 99	2	0	7	4	0	6	10	1
			Reading 99	2	0	1	2	2	9	1	0
			Reading 125	3	1	4	5	2	5	1	0

SOURCE: PSSA Grade Rosters & DEI Completion List

- **A Level gain** is determined as a student who places into the next higher course(s).
- *1 student placed out of Math 140 during Fa11, 1 in Fa12.
- For Math 99, students, who place out of Math 140, have made two level gains.

Benchmark: N/A

- Students, who would have failed (with D or F) their developmental education course, have been successful at exiting the course by placing one or more levels above the course.
- For each course between Sp11 and Su13, the lowest (and highest) number of students passing by placement is:
 - 0 (11) for English 98; 0 (14) for English 100; 2 (22) for Math 98; 0 (10) for Math 99; 0 (9) for Reading 99; and 0 (5) for Reading 125.

Grade Inflation Check (Concurrent Validity.) Tables available upon request

Benchmark: Higher grade groups (i.e., A, B, C, D or F) will have a higher percentage of students placing out of the course.

- Overall, all courses across all terms demonstrated concurrent validity (i.e., no grade inflation).

Table 10. College English & Math Success Rate – Completers vs. Non-completers

Indicator	Measure	Benchmark	Course	% of Students								
				Sp11	Su11	Fa11	Sp12	Su12	Fa12	Sp13	Su13	
College English & Math Success Rate Completer vs. Non-completer	Grades (A, B, C, or by Placement)	Higher rate for Completer than Non-completer	English 98	Non-completer	17%	19%	11%	16%	0%	2%	0%	NA
				Completer	39%	34%	43%	35%	46%	20%	8%	NA
			English 100	Non-completer	26%	27%	21%	7%	6%	8%	3%	NA
				Completer	62%	50%	46%	51%	44%	50%	18%	NA
			Math 98	Non-completer	10%	16%	6%	6%	7%	0%	1%	NA
				Completer	27%	27%	32%	20%	29%	10%	1%	NA
			Math 99	Non-completer	27%	30%	24%	20%	14%	13%	4%	NA
				Completer	60%	44%	59%	50%	53%	48%	6%	NA

SOURCE: PSSA Grade Rosters & DEI Completion List

- o Completion through summer 2013.

College English and Math Success Rate – Completers vs. Non-completers

Benchmark: Higher rate of college-level English and Math for Completers than Non-completers

- For all courses across all terms, Completers have succeeded in completing at higher rates college-level English and Math courses than Non-completers.
 - o For example, 39% of DEI Completers, who enrolled in English 98 during Sp11, completed English 101 by Su13 versus only 17% of Non-completers.
 - o For example, 60% of DEI Completers, who enrolled in Math 99 during Sp11, completed Math 118 (or higher) by Su13 versus only 27% of Non-completers.

Cost-effectiveness

DEI has proven effective by saving students time in developmental education or remediation. As seen in Table 5 above, students are saving semesters taking remedial courses. Further, these students are also succeeding at the college-level course(s) within which they enroll, subsequent to completing their remedial course(s), as demonstrated in Table 10. This translates into saving students time and money. It also allows Daley College to more effectively use faculty to instruct more college coursework than remedial course work. In fact, as can be seen below in Table 11, college-level enrollment is up by 54% in college-level mathematics (requiring intermediate algebra), by 93% in upper college-level mathematics (requiring college algebra), by 59% in the first required college-level composition course, and by 78% in courses that require the first college-level course in composition.

Table 11. Spring-to-Spring Enrollment Comparisons in English & Math (Remedial vs. College)

Discipline	Spring 2012 – Spring 2011 % Change	Spring 2013 – Spring 2011 % Change	Spring 2014 – Spring 2011 % Change
Remedial English	+4%	0%	-24%
College English*	+9%	+13%	+59%
Upper College English	+42%	+57%	+78%
Remedial Math	+12%	0%	-16%
College Math*	+25%	+6%	+54%
Upper College Math	+4%	+43%	+93%

Improvements & Rationale for Action

While the results for DEI are remarkable, there are improvements that are being pursued to make the program more effective. These plans include:

- a) Convening a faculty-administration DEI advisory committee.
- b) Expanding the story line to new chapters and revise the curriculum based on the advisory committee's recommendations, in particular, including more grammar activities.
- c) Incorporating a course attendance requirement into DEI completion.
- d) Expanding data analysis to include student completion of DEI by level of participation
- e) Increasing the number of DEI completers by reducing the number of times a student must consult an advisor to one in-person session and increasing make-up module opportunities.
- f) Hiring an Assistant Director of Developmental Education to provide expanded academic support services to students taking courses at AVI.

Financial Aid

SUMMARY REPORT OF REVIEW RESULTS

STUDENT & ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2014

Student & Academic Support Services Area	Financial Aid
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At Richard J. Daley College, the Office of Financial Aid (OFA) works closely with students and families to provide financial assistance in the form of grants, loans and work-study from federal and state resources, as well as internal and external scholarship opportunities. OFA is a student's guide and resource to help make college affordable.

Responsibilities & Activities

OFA's main responsibilities consist of:

1. Assisting students in completing the Free Application for Federal Student Aid.
2. Evaluating and reviewing students' eligibility for financial aid.
3. Ensuring that both students and their families understand their financing options.

OFA has created a number of different initiatives to better serve Daley students. During FY13, OFA began providing financial aid awareness presentations in Daley's College Success Seminar courses. The department has also collaborated with partners such as Fifth Third Bank and Ladder Up to bring financial literacy and financial aid awareness to Daley students. Along with these initiatives, professional development and trainings are ongoing to ensure that staff members have the knowledge and tools to serve students with confidence.

2014 Department Outcomes

- Number of Pell Grant recipients in the most recently completed financial aid year: **3,887**
- Number of unduplicated federal and/or state financial aid recipients in the most recently completed financial aid year: **4,050**
- Number of financial aid recipients with an automatic zero Expected Family Contribution in the most recently completed financial aid year: **2,009**
- Ratio of full-time financial aid staff to financial aid recipients in the most recently completed financial aid year: **1:506**
- The number of financial aid awareness and financial literacy educational workshops hosted by the college in the most recently completed financial aid year: **24**

New Initiatives

During FY2014, Daley launched the New Student Welcome Center. The New Student Welcome Center is a one-stop shop for new students where they can start and complete the entire registration process. OFA is a part of this new initiative as an available resource to new students.

As of fall 2013, OFA implemented new financial aid software. Through this new software, students can view and upload missing and needed documents through the student portal. Students can also communicate and ask questions via the student portal. The new software is user-friendly and provides easier and more efficient processing of applications.

Challenges

The challenges with testing and learning new software within a short time frame generated errors and created problems. Confusion and frustrations arose within the student body and staff. Along with the challenges of the new software implementation, OFA operated with insufficient staffing. This created longer lines and minimal one-on-one time with students, due to the urgency for the department to reduce student wait time.

Improvements & Rationale for Action

Although there have been many improvements to financial aid services, OFA at Daley has opportunities for growth. The department plans to hire additional financial aid advisors to better serve students. The office proactively informs students about the importance of registering and completing the financial aid process early, in order to avoid any last-minute snafus that can occur during late registration. Overall, the goal for OFA is to spend more time with students to assist them in making informed financial decisions.

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					