Fiscal Year 2018

COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

Submitted to the

Illinois Community College Board
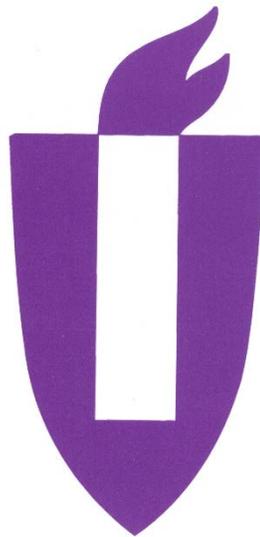
Illinois Valley Community College

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<table>
<tr><td colspan="2" align="center">Program Review Cover Page</td></tr>
<tr><td align="right">College</td><td>Illinois Valley Community College</td></tr>
<tr><td align="right">District Number</td><td>513</td></tr>
<tr><td align="right">Contact Person
(name, title, contact information)</td><td>Dr. Deborah L. Anderson
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<tr><td align="right">Fiscal Year Reviewed:</td><td>2018</td></tr>
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Directory of Reviews Submitted

Career & Technical Education				
COLLEGE NAME:	Illinois Valley Community College			
FISCAL YEAR IN REVIEW:	2018			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL certificate programs that are stackable WITHIN THE PARENT DEGREE
15 –CAD AAS.CAD	Degree	66	15.1302	CERT.CAD.M/E CERT.CAD.A/C
15 – CAD CERT.CAD.M/E	Cert	24	15.1302	
15 – CAD CERT.CAD.A/C	Cert	24	15.1303	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	1. Incorporate principles from the engineering graphics process to develop skills that are directed toward employment in an engineering field. 2. Function as a technician utilizing critical thinking and team work skills to assist engineers in the process of design, including production of working drawings. 3. Demonstrate design and drawing practices in a professional manner. 4. Conform to standards for specific engineering disciplines, (ANSI, ISO, JIS, ASME, etc.). 5. Demonstrate commitment to professional growth, self-development, and continuous learning. 6. Using latest technology, students will be able to use software and equipment used in modern engineering firms.
To what extent are these objectives being achieved?	These objectives have been written into a curriculum map so that all objectives and goals are introduced, reinforced and mastered throughout the course of study in the CAD program at IVCC.
Past Program Review Action What action was reported last time the program was reviewed?	During the last review, it was identified that students should have more opportunities involving project based learning.

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Program entry requires that candidates have a high school diploma or equivalent
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See page 11 – CAD AAS Program Outline See page 12 – CAD Cert Program Outline See page 13 – Computer Aided Drafting Courses
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Courses have been reviewed by the program coordinator and advisory committee. As per the recommendation of the committee, the AAS degree has been recently reduced from 66 to 63 credit hours by removing an advanced drafting course. The committee believes that all current courses are necessary for proper student development.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	According to the United States Bureau of Labor Statistics, employment of drafters is projected to grow seven percent from 2016 to 2026, about as fast as the average for all occupations. Increased construction activity is projected to drive demand for drafters, but this is expected to be tempered as engineers and architects increasingly perform some tasks previously done by drafters.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Information from an earlier handbook of the Bureau of Labor Statistics stated that drafters can expect slower than average employment growth through 2016, with the best opportunities expected for those with two years of professional training. This has changed to as fast as average for all occupations, about a seven percent increase.
1.3 What is the district and/or regional need?	In the last five years, the demand for drafting detailers has dramatically increased locally. More and more area companies are employing graduates and interns of Illinois Valley Community College. One local company has employed over 40 IVCC detailing students in the 15 years that they have been open in Peru, IL.

1.4 How are students recruited for this program?	Recruitment efforts are addressed by the college by having open houses where students can talk to instructors and tour the classroom and lab areas. Career days and Job fairs are also sponsored by IVCC. Along with those efforts, the program coordinator also sponsors "STEM" days where local schools attend sessions where they can experience solid modeling and 3D printing, an important part of the CAD program. The program coordinator also has participated in grant programs with SRAVTE and the LaSalle library to bring students to campus to partake in activities highlighting CAD occupations. The program coordinator visits local high schools and some junior high schools that offer CAD programs. Dual credit agreements for CAD and Drafting courses are in place at four area high schools.
1.5 Where are students recruited from?	Students are recruited from area high schools, adult education classes, and the general public.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review has highlighted some of the areas that need improvement. One area is the number of female students that the CAD program serves. The college is in the process of creating and supporting a "Women in STEM Careers" organization. A directed marketing campaign is being developed to reach non-traditional students as well. The CAD program needs to evolve based on recommendations of the advisory committee. Some careers require the basics of the CAD program but not the advanced course work. We will develop a short-term certificate to accommodate these students.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There is one full-time faculty member (salary and fringe benefits $113,750), and one part-time faculty member ($8,800). Additional operating expenditures are $11,000.
2.2 How do costs compare to other programs on campus?	Costs are similar to other technical education courses.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the college's Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	If grant funding was lost, the program costs would be offset by the college's Educational Fund.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
INDICATOR 3: QUALITY	**RESPONSE**
3.1 What are the program's strengths?	Feedback from employers who are hiring detailers from the CAD program are always very positive. Local companies are confident that students graduating with certificates and associate degrees can assimilate into their engineering departments. Feedback from past students, based on surveys, is very positive. Many graduates have gone on to management positions and come back to IVCC to hire new employees. IVCC has always ensured that the program is on the cutting edge of technology by making sure the equipment and software is up to date and new technologies, such as 3D printing and 3D scanning, is available.
3.2 What are the identified or potential weaknesses of the program?	There are some obstacles that keep students from completing the program in two years. One obstacle is that students are getting hired into related positions before they finish the degree or two-year certificate. One way that we are addressing this obstacle is to offer a short-term certificate.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Most classes are taught in the traditional method. One class is offered in an online and blended format. Another is offered both face-to-face and online. One class is team taught.
3.4 How does this program fit into a career pathway?	The IVCC program has dual credit agreements with four area high schools. Ottawa Township High School, Streator Township High School, and Seneca High School offer credit for CAD-1200 - Beginning CAD and LaSalle-Peru Area Career Center has an agreement with DFT-1200 - Beginning Drafting.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The biggest innovation that has been brought to this program is an award winning program called MIMIC (Making Industry Meaningful In College). This is a program that has been in place for 23 years and has been recognized statewide as well as nationally. MIMIC is a curriculum project that places IVCC students in teams to design, manufacture, market and sell a product. The student teams, called "companies," simulate an industrial company structure, allowing the students to experience a workplace environment in a classroom setting.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Ottawa High School: CAD-1200 Streator High School: CAD-1200 Seneca High School: CAD-1200 LaSalle Peru Area Career Center: DFT-1200

3.7 What work-based learning opportunities are available and integrated into the curriculum?	Besides the MIMIC curriculum, which was formulated on Tech Prep 18 Basic workplace skills, students completing the associate degree participate in an internship with local employers.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	Students enrolled in CAD2200 – CAD2201 take a SolidWorks Certification exam (SWCA).
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	Nine of 11 student passed the SWCA exam in 2018.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A three-plus-one agreement is in place with Northern Illinois University. Students earning a CAD degree can take general education courses at IVCC and complete 30 hours of coursework at Northern Illinois University to earn their bachelor's degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Several new industries, including CANAM, have been added to the Advisory Committee in the last five years.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio is approximately 1 to 12.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences and/or technical training are available for faculty that would like to participate.
3.16 What is the status of the current technology and equipment used for this program?	Two labs of 20 computers each are equipped to install the latest versions of AutoCAD, SolidWorks, and other CAD related software. Three 3D printers and two 3D scanners are also available and used in the classroom environment.
3.17 What assessment methods are used to ensure student success?	Regularly scheduled written and oral exams are administered. Real world projects are assigned and completed. Students are required to complete working drawings that would be similar to projects employers would require.

3.18 How satisfied are students with their preparation for employment?	Surveys suggest that former students are very satisfied with their preparation at IVCC. Many have come back to serve on the advisory committee and have given positive feedback about their experience at IVCC.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by end of course surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are encouraged to visit our facilities and the program coordinator has many site visits to their facilities. CAD engineering managers make visits to classrooms to talk to students about their places of employment and what type of environment and work experiences a student might encounter as an employee of their companies.
3.21 How often does the program advisory committee meet?	The program advisory committee meets once per year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Local employers have expressed satisfaction through mailed surveys, participation in advisory committee meetings, and interaction with the program coordinator at clinical sites.
3.23 How is employer satisfaction information collected?	Feedback at advisory committee meetings, one on one talks with the program coordinator, and mailed surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	One of the major modifications was adding software to some of the programs, for instance the Civil Engineering CAD class will now be introduced to AutoCAD's Civil 3D and the Architectural CAD class will be introduced to REVIT, also an AutoCAD product. Several employers voiced the addition of these software as their industry expands into more 3D CAD practices. A short-term certificate will be added to accommodate industry needs. Targeted marketing and organizations are being developed to increase non-traditional student participation in the program.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	

DATA ANALYSIS FOR CTE PROGRAM REVIEW Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	Computer Aided Engineering and Design AAS.CAD, CERT.CAD.M/E				
CIP CODE	15.1302				
	YEAR 1 - FY13	*YEAR 2 - FY14*	*YEAR 3 - FY15*	*YEAR 4 - FY16*	*YEAR 5 - FY17*
NUMBER OF STUDENTS ENROLLED					
AAS.CAD	53	41	41	35	38
CERT.CAD.M/E	12	8	6	7	6
CERT.CAD.A/C	9	7	6	6	3
NUMBER OF COMPLETERS					
AAS.CAD	6	4	3	2	1
CERT.CAD.M/E	5	6	1	1	3
CERT.CAD.A/C	5	7	1	1	1
How does the data support the program goals? Elaborate.	The data shows that many students begin the program because of the industry need of basic CAD and drafting knowledge. Not as many students complete the degree or certificates based on their individual career goals. The development of the short-term certificate should encourage students to persist to complete the certificate.				
What disaggregated data was reviewed?	Only aggregate data was used during the program review process.				
Were there gaps in the data? Please explain.	Gaps in the data include: • Male, female • Ethnicity • Age • Previous education • Student Goals • Full/Part time student • Economic disadvantage • Academic disadvantage • Total student cost of the AAS program Future reports need to include above information in order to understand the student population and costs associated with the program.				

What is the college doing to overcome any identifiable gaps?	Disaggregated data will be provided for future program reviews.
Are the students served in this program representative of the total student population? Please explain.	No, because the female population is underrepresented. The students enrolled in the program are similar to other career and technical programs that are traditionally male.
Are the students served in this program representative of the district population? Please explain.	Enrollment does not reflect the diversity of the total district population. There is a disparity in the percentage of Hispanic and Black Non-Hispanic students enrolled vs. the population. US dept. of Labor identifies that females are a minority for this profession.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	A focus will be on recruiting women into the program since this is an underrepresented population in this program. Women are underrepresented in all STEM fields nationally and locally. One of our initiatives that we are developing is a Women In Technology student organization at IVCC. That program will be initiated in the Fall of 2018. The organization will include students from CAD, Electronics, Welding, Computer Programming, and other Workforce Development programs, which all tend to be underrepresented. We will also be working to begin the short-term CAD certificate.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Along with the Women in Technology student organization, there are several successful programs that will be continually improved. These programs include MIMIC (Making Meaningful In College – www.ivcc.edu/mimic) and the Edible Car Contest (www.ivcc.edu/ediblecar). The Edible Car Contest has been on IVCC campus for 13 years but until a few years ago it was only attended by IVCC students. A high school math teacher asked that her students be allowed to participate and since then more than seven area high schools have participated, bringing teams of students who design cars and race them on an electronic track. Another activity that was established two years ago is STEM Day. A local middle school's eighth grade classes come to IVCC and attend sessions with program coordinators in Computer Networking and CAD. Career Cruising and a tour of IVCC round out the day. MMIC starts in the fall at the beginning of classes and culminates in a vendor fair in April.

	Edible Car Contest is in February, celebrating National Engineering Week. STEM Days can be scheduled throughout the year, but usually take place in January. The Women In Technology student organization will start in fall 2018. The new CAD certificate should be available for the fall 2019 semester.

Computer Aided Engineering and Design Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CAD 1200 Computer Aided Draft I AutoCAD	3		
DFT 1200 Mechanical Drafting	3		
ELT 1000 Introduction To Electronics	3		
MET 1202 Manufacturing Materials & Processes I	4		
MTH 1206 Technical Mathematics I	3		
SPRING SEMESTER			
CAD 1201 Comp Aided Draft II, Using AutoCAD		3	
CAD 1203 Electronics Drafting		2	
CAD 1206 Descriptive Geometry and Development Drawings.		3	
CSP 1203 Microsoft Office Professional I		3	
DFT 1201 Advanced Drafting		3	
SDT 1203 Job Seeking Skills		1	
SUMMER SEMESTER			
CAD 2206 Design Technician Internship			3
Year Total:	16	15	3

Second Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CAD 1202 Civil Applications of CAD	3		
CAD 2200 Computer Aided Design I	3		
CAD 2202 Architectural CAD	3		
CAD 2203 Engineering Design Concepts	3		
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3		
HPE 1000 Wellness	1		
SPRING SEMESTER			
CAD 2201 Computer Aided Design II		3	
CAD 2204 Geometric Dimensioning & Tolerancing		3	
CAD 2208 Design Projects		4	
PSY 2200 Human Relations in The World of Work		3	
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3	
Year Total:	16	16	

| Total Credit Hours: | | | 66 |

For additional information please consult any counselor at (815) 224-0360 or dorene_data@ivcc.edu, (815) 224-0221.

Students that do not have credit in high school algebra or equivalent math background should enroll in MTH 1206 their first semester, depending on college placement exam results.

Students are strongly encouraged to complete the required courses in the order they are listed above. 2/14/17

Computer Aided Drafting Certificates

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of individual courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

Architectural/Civil CAD

First Year	Credits Fall	Credits Spring
FALL SEMESTER		
CAD 1200 Computer Aided Draft I AutoCAD	3	
DFT 1200 Mechanical Drafting	3	
SPRING SEMESTER		
CAD 1201 Comp Aided Draft II, Using AutoCAD		3
CAD 1206 Descriptive Geometry and Development Drawings.		3
DFT 1201 Advanced Drafting		3
Year Total:	6	9

Second Year	Credits Fall	Credits Spring
FALL SEMESTER		
CAD 1202 Civil Applications of CAD	3	
CAD 2200 Computer Aided Design I	3	
CAD 2202 Architectural CAD	3	
Year Total:	9	

Total Credit Hours:	24

United States Department of Education's Gainful Employment Disclosure

Mechanical/Electronic CAD

First Year	Credits Fall	Credits Spring
FALL SEMESTER		
CAD 1200 Computer Aided Draft I AutoCAD	3	
DFT 1200 Mechanical Drafting	3	
ELT 1000 Introduction To Electronics	3	
SPRING SEMESTER		
CAD 1201 Comp Aided Draft II, Using AutoCAD		3
CAD 1206 Descriptive Geometry and Development Drawings.		3
DFT 1201 Advanced Drafting		3
Year Total:	9	9

Second Year	Credits Fall	Credits Spring
FALL SEMESTER		
CAD 2200 Computer Aided Design I	3	
SPRING SEMESTER		
CAD 2204 Geometric Dimensioning & Tolerancing		3
Year Total:	3	3

Total Credit Hours:	24

For additional information please consult any counselor at (815) 224-0360 or dorene_data@ivcc.edu, (815) 224-0221.

Some advanced classes unique to the CAD program may be available only in the evening. 2/14/17

United States Department of Education's Gainful Employment Disclosure

Computer Aided Drafting

Courses

CAD 1200. Computer Aided Draft I AutoCAD. 3 hrs.
This course introduces computer-aided drafting (CAD) and examines the hardware that makes up a CAD workstation. It also covers the operating system (Windows) that enables the equipment to function as a unit. The course shows how to use AutoCAD to set up drawings and add lines, circles, arcs, other shapes, geometric constructions, and text. Students will use display and editing techniques as well to obtain information about their drawings and work with drawing files. This course examines basic dimensioning concepts. Lecture, 2 hours; lab, 2 hours. IAI: IND 911.

CAD 1201. Comp Aided Draft II, Using AutoCAD. 3 hrs.
This course is designed to build on the skill acquired in the Computer Aided Drafting I course. This course introduces the student to dimensioning, blocks, attributes, sectional views, external references, multiview layouts, and an introduction to three-dimensional drawings, external commands. Students will learn how to use AutoCAD to draw and edit polylines, set layers, linetypes and colors; dimension drawings; create section lines and graphic patterns, design symbols and attributes for multiple use. Student drawings will be plotted and printed. Lecture, 2 hours; lab, 2 hours. Prerequisite: CAD 1200 or consent of the instructor.

CAD 1202. Civil Applications of CAD. 3 hrs.
This course introduces the CAD technician to civil applications. Emphasis is placed upon preparing survey plats and topographical drawings from surveyor coordinates. Lecture, 2 hours; lab, 2 hours. (Students with working knowledge of AutoCAD may enroll by consent of instructor.)

CAD 1203. Electronics Drafting. 2 hrs.
This course trains the student in reading blueprints (technical drawings). This course contains principles involved with blueprint reading and sketching principles, concepts, ANSI and ISO drafting symbols and standards, terminology, manufacturing process notes and other related technical information contained on a mechanical or CAD produced engineering drawing. Lecture, 1 hour; lab, 2 hours. Prerequisite: DFT 1200 OR CAD 1200.

CAD 1206. Descriptive Geometry and Development Drawings.. 3 hrs.
This class will deal with descriptive geometry, the graphical representation and solution of spatial relationships of points, lines and planes by means of projections. The drafter will understand the various steps to graphically solve problems with points, lines and planes and apply descriptive geometry to various drafting problems. Also, the drafter will learn surface developments patterns for the bending or folding of a material to a required shape. Lecture, 2 hour; lab, 2 hours. Prerequisite: DFT 1200 (Students with one year of high school drafting or drafting experience may enroll by consent of instructor.)

CAD 2200. Computer Aided Design I. 3 hrs.
This is a class in beginning solid modeling using SolidWorks. Specific techniques taught will be constructing models using different 3D object construction techniques. Students will learn model, assembly and drawing concepts, editing, analysis and rendering. The student will prepare models to be printed to a rapid prototyping machine. Lecture, 2 hours; lab, 2 hours.

CAD 2201. Computer Aided Design II. 3 hrs.
This course includes computer graphic principles as they relate to the concepts of CAD Solid Modeling. These principles will be applied to the latest version of SolidWorks. Principles will include modeling parts and assemblies and creation of working drawings. Students will prepare models to be printed on a rapid prototyping machine. Lecture: two hours per week, lab two hours per week. Prerequisite: CAD 2200.

CAD 2202. Architectural CAD. 3 hrs.
This course is designed to develop an understanding of drafting procedures in preparation of architectural, civil and construction drawings. Units of study will include graphic representation of residential and commercial buildings, site analysis, building codes, conventional symbols, spatial concepts, and the use of various materials related to construction. The basis of the course work will consist of the preparation of detail working drawings for construction purposes. Lecture, 2 hours; lab, 2 hours. Prerequisite: CAD 1200.

CAD 2203. Engineering Design Concepts. 3 hrs.
This course introduces the CAD technician to key engineering design concepts. Emphasis is placed upon strength of materials (such as stresses, shear, bending and bean design) and the ability to calculate and analyze the forces that operate upon static structures. Lecture, 2. hours; lab, 2 hours. Prerequisite: MTH 1206 and CAD 1200.

CAD 2204. Geometric Dimensioning & Tolerancing. 3 hrs.
This is a course in Geometric Tolerance and Dimenªsions including tolerances of form and position or location control. The student will learn methªods of indicating geometric tolerances by means of geometric characteristic symbols, as recomªmended by ANSI, rather than by traditional notes. Lecture, 2 hours; lab, 2 hours. Prerequisite: DFT 1201 (Students with equivalent industrial experience may enroll by consent of instructor.)

CAD 2206. Design Technician Internship. 3 hrs.
Individual students will be assigned to an engineering department in local industries. Work will be that normally performed by a design technician. Students meet one hour per week with instructor and spend 15 hours per week on the job. Prerequisite: Consent of instructor.

CAD 2208. Design Projects. 4 hrs.
This course will give the student the opportunity to apply the knowledge and training achieved in preceding courses in an "on-the-job" situation. Assignments will consist of analysis of problems, synthesis, preliminary design, layout, and production of the final set of working drawings. Students in this class will participate in the award winning MIMIC (Making Industry Meaningful In College) program. Students from CAD, Electronics, Marketing, Accounting and Manufacturing will be teamed together in companies to design, market and sell a product on campus. Lecture 2 hours; lab, 4 hours. Prerequisite: CAD 1201 and CAD 2200.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2018

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
51 – Dental CERT.DLA	Cert	36	51.0601	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	The principal goal of the dental assisting program is to prepare students to meet and exceed the professional standards required in the program and for the students to be clinically proficient.
To what extent are these objectives being achieved?	There is a 97 percent placement of students in dental offices after the completion in the program.
Past Program Review Action What action was reported last time the program was reviewed?	During the last program review, it was identified that students and the community would benefit from a full-time program coordinator. Since then, a full-time coordinator is leading the program.

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Program entry requires that candidates have a high school diploma or equivalent with a minimum GPA of 2.0. Candidates must place into college level reading and English, and are required to have CPR credentials from a BLS provider.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See page 20 – Dental Assisting Certificate See page 21 – Dental Assisting Courses
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Dental Assisting Certificate Program is currently 36 credit hours in order to maintain full accreditation through the Commission on Dental Accreditation and the American Dental Association.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	The demand for dental assistants is expected to grow 25 percent between 2012 and 2022, which is higher than average.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The aging population and ongoing research linking oral health to general health, have caused an increase in the demand for preventative dental services that is expected to continue for the next several years.
1.3 What is the district and/or regional need?	The district demand is higher than normal (1.25-location quotient, greater than 1 is higher than normal).
1.4 How are students recruited for this program?	The college holds career days, health fairs, and college open house. There are current social media campaigns, college nights, and directed marketing (including high school visits).
1.5 Where are students recruited from?	Students are recruited from in-district high schools and junior high schools, adult students from the communities, and other college health programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. We continue to work closely with advisory board members and we are continually updating our teaching methods and equipment to stay relevant.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There is 1 full-time faculty member (salary and fringe benefits $51,557), and 2 part-time faculty ($53,264). Additional operating expenditures are $19,800.
2.2 How do costs compare to other programs on campus?	The dental assisting program costs are similar to other Allied Health Programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the College Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	If grant funding was lost, the program costs would be offset by the College Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Laboratory fees were increased to accommodate the ever-changing materials being used in dentistry

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The dental assisting program is fully accredited. Since the last review the college has moved to using a full-time program coordinator/instructor. The two part-time faculty members hold additional CDA RDH licensure. The instructors are eager to continue to learn and grow the program, the faculty continually participate in education courses. The IVCC program has more rigorous standards than other DA programs, and dentists prefer graduates from our program over others.
3.2 What are the identified or potential weaknesses of the program?	There is a potential need for one more full-time faculty member to give more attention to different aspects of the program. The student participation in the program is creating a lack of classroom and lab space.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The courses are presented in the traditional format.
3.4 How does this program fit into a career pathway?	The program aligns with secondary and postsecondary education element with all high schools in the IVCC district.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	There has been an implementation of community outreach programs which give our students more hands on learning opportunities. The students participate in community dental clinics that serve community members.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.7 What work-based learning opportunities are available and integrated into the curriculum?	DLA 2202- Clinical Practice (externship) 300 hours of direct clinical experience at 2 separate clinical sites
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	IVCC voluntarily participates in accreditation to offer better work placement. Commission on Dental Accreditation through the American Dental Association
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	No

3.11 If applicable, please list the licensure examination pass rate.	The Dental Assisting National Board is currently not required by the State of Illinois. Students are encouraged to take the DANB exam, but are not required at this time. This is changing for the 2018-2019 school year (they will be required to take as part of the program completion and the possible cooperation with ICC, see below)
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	In the process of working on a cooperative agreement with Illinois Central College for a 1+1 program, but it has not taken effect yet.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The faculty continues to work with local dental professionals. This includes dental offices, laboratories, specialty offices, and military and dental schools in Illinois.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:24 for lecture 1:6 for clinical practice labs 1:12 for preclinical practice labs These are the maximums allowed by the Commission on Dental Accreditation
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full-time faculty may use professional development funds to attend continuing education opportunities when available. Adjunct faculty may attend most continuing education when funds are available
3.16 What is the status of the current technology and equipment used for this program?	Equipment and technology is current and continuously updated as necessary.
3.17 What assessment methods are used to ensure student success?	Mock exams are given to help the students gauge success on the Dental Assisting National Board. Students are assessed in both a clinical and lecture environment. Students are assessed by faculty and attending dentists to locate educational deficits.
3.18 How satisfied are students with their preparation for employment?	Students feel that they are well prepared for employment after graduation. Practice in the lab and clinical setting prepare them for the workplace.
3.19 How is student satisfaction information collected?	Student survey and seminar
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Local dentists volunteer in our clinic every Friday from January through May to give their insight and help students prepare for work outside of a school setting. Dental Advisory Board Members are involved in discussing all areas in the program, giving recommendations and insight into changes that are implemented twice a year.

3.21 How often does the program advisory committee meet?	The program coordinator leads one advisory committee meeting each year and follows up with a mailed survey.
3.22 How satisfied are employers in the preparation of the program's graduates?	Local employers have expressed satisfaction through mailed surveys, participation in advisory committee meetings, and interaction with the program coordinator at clinical sites.
3.23 How is employer satisfaction information collected?	Employer Surveys, student performance evaluations in the dental office completed by both the staff and dentist in two different offices for each student.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	We have added an additional course, DLA 2205 Expanded Functions. Dentist input through volunteering, observing, assisting and advisory committees are implemented as needed.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	Dental Assisting				
CIP CODE	51.0601				
	YEAR 1 - FY13	YEAR 2 - FY14	YEAR 3 - FY15	YEAR 4 - FY16	YEAR 5 - FY17
NUMBER OF STUDENTS ENROLLED	5	1	4	2	5
NUMBER OF COMPLETERS	4	8	6	5	7
How does the data support the program goals? Elaborate.	The field of dental assisting encompasses many different skills. Individuals that are willing to enhance those skills, stay in the program and become a great dental assistant.				
What disaggregated data was reviewed?	Only aggregate data was used during the program review process.				

	Gaps in the data include:
Were there gaps in the data? Please explain.	- Male, female - Ethnicity - Age - Previous education - Student Goals - Full/Part time student - Economic disadvantage - Academic disadvantage - Total student cost of the AAS program Future reports need to include above information in order to understand the student population and costs associated with the program.
What is the college doing to overcome any identifiable gaps?	Disaggregated data will be provided for future program reviews.
Are the students served in this program representative of the total student population? Please explain.	The students enrolled in the program are similar to other career and technical programs that are traditionally female. Dental assisting is non-traditional for males, and they are underserved in the program.
Are the students served in this program representative of the district population? Please explain.	Enrollment does not reflect the diversity of the total student population. There is a disparity in the percentage of Hispanic and Black Non-Hispanic students enrolled vs. the population. US dept. of Labor identifies that males are a minority for this profession.

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	We make modifications throughout each semester to accommodate different materials and information that needs to be presented. Problems are fixed as they appear.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	There is motivation to remain up to date on armamentarium on all procedures being currently used. Quarterly questionnaires will be sent to local dental offices to ensure we remain relevant.

Dental Assisting Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year			Credits
	Fall	Spring	Summer
FALL SEMESTER			
ALH 1209 Infection Control Practices	0.50		
DLA 1200 Dental Science I	3		
DLA 1201 Dental Materials & Lab Procedures	4		
DLA 1203 Chairside Assisting I	4		
DLA 1204 Dental Radiography I	3		
DLA 1205 Preventive Dentistry I	1.50		
SPRING SEMESTER			
DLA 1202 Supervised Dental Assisting Practice		1.50	
DLA 1206 Dental Office Management		3	
DLA 2200 Dental Science II		2	
DLA 2201 Dental Laboratory Procedures II		2	
DLA 2203 Chairside Assisting II		3	
DLA 2204 Dental Radiography II		2	
DLA 2205 Expanded Functions		1.50	
SUMMER SEMESTER			
DLA 2202 Clinical Practice			5
Year Total:	16	15	5

Total Credit Hours:	36

For additional information please consult any counselor at (815) 224-0360 or heather_seghi@ivcc.edu, 224-3059.

A minimum GPA of 2.0 is required in each course of the "Dental Assisting Program". If there is a course prerequisite for a second semester DLA course, one must have a "C" or above for the course prerequisite to enroll in the second semester course.

In order to take DLA 1201, DLA 1202, DLA 1204, DLA 2201, DLA 2202, and DLA 2204 students must have Health Care Provider certification in CPR through the American Red Cross or the American Heart Association. This can be accomplished by earning certification through a local hospital, fire department, or ambulance service. If currently certified in CPR, this course may be omitted. They must also have ALH 1209 with a "C" or better with the past 12 months or complete an infection control review with one of the Dental Assisting program instructors.

Professional Writing Workshop scheduled by Program Coordinator required one time a semester enrolled.

STUDENTS ARE TO FOLLOW THE SEQUENTIAL PATTERN OF DLA COURSES AS LISTED ON THIS CURRICULUM GUIDE.

Option I is Full-time.

PLEASE NOTE: The above excerpts have been taken from the "IVCC Dental Assisting Handbook". Please refer to that document for all application, admission, and retention information.

All students will be required to have a criminal background check and a 10 panel urine drug screen prior to starting the program.

2/14/17

United States Department of Education's Gainful Employment Disclosure

Dental Assisting

Courses

DLA 1200. Dental Science I. 3 hrs.
This course is designed to acquaint the students with basic functions of the body systems, head and neck anatomy, anatomy and function of oral structures, tooth morphology, occlusion and dental terminology. Lecture, three hours per week. Prerequisite: Admission to the Dental Assisting Program.

DLA 1201. Dental Materials & Lab Procedures. 4 hrs.
This course stresses the physical properties, manipulation and applications of gypsum products, restorative materials, cements, impression materials, and waxes. Lecture, two hours per week; lab, four hours per week. Prerequisite: Admission to the Dental Assisting Program; successful completion with a "C" or better in ALH 1209.

DLA 1202. Supervised Dental Assisting Practice. 1.5 hr.
This course provides the student with actual clinical experience in four-handed, sit-down dentistry. Through supervised clinical practice in our on-campus clinic an opportunity for developing competence and confidence in the utilization of dental assisting knowledge and skills will be provided to the student. Competence in expanded functions allowed in Illinois will also be developed by the student. Lab, two hours per week; lecture, one-half hour per week. Prerequisite: Completion with a grade of "C" or better of DLA 1200, DLA 1201, DLA 1203, DLA 1204, DLA 1205, ALH 1209; completion of or current enrollment in DLA 1206, DLA 2200, DLA 2201. Must be taken concurrently with DLA 2203 and DLA 2204.

DLA 1203. Chairside Assisting I. 4 hrs.
This course provides information on the history, ethics, and legal concerns of dentistry. Dental psychology and patient communication skills are emphasized. Principles of fourhanded sit-down dentistry are presented and practiced which includes instrument and equipment identification and maintenance. Basic chairside assisting skills are presented and practiced. Dental terminology and materials are integrated throughout this course. Current OSHA and CDC guidelines for infection control and handling of hazardous materials are practiced. Lecture, two hours per week; lab, four hours per week. Prerequisite: Admission to the Dental Assisting Program.

DLA 1204. Dental Radiography I. 3 hrs.
This course consists of the study and practice of exposing radiographs commonly required in dental practice, and includes the processing, mounting, and filing of intra-oral radiographs. Biological effects of radiation and safety measures are emphasized. Lecture, two hours per week; lab, two hours per week. Prerequisite: Admission to the Dental Assisting Program;successful completion with a "C" or better in ALH 1209.

DLA 1205. Preventive Dentistry I. 1.5 hr.
This course includes discussion on the causes and treatments of dental caries and periodontal disease with emphasis on diet, nutrition, proper home care, community dentistry, and the dental assistant's role in prevention. Personal oral health is stressed and students will prepare and present programs to patients regarding personal oral hygiene. Lecture, one and a half hours per week. Prerequisite: Admission to the Dental Assisting Program; successful completion of ALH 1209.

DLA 1206. Dental Office Management. 3 hrs.
This course emphasizes telephone techniques, appointment control, written communication skills, record management, and insurance form generation and tracking. Financial records, with-holding taxes, collection of accounts, and payment of bills is studied. Inventory, ordering and receipt of supplies is also studied. Exercises that will give hands on experience with computerization of records will be assigned. Resume preparation and job interviewing skills are also presented. Lecture, three hours per week. Prerequisite: Admission to the Dental Assisting Program.

DLA 2200. Dental Science II. 2 hrs.
This course is designed to familiarize the student with pharmacology, oral pathology, anesthesia, and medical emergencies as they relate to the dental practice. Oral embryology and histology are also presented. Lecture, two hours per week. Prerequisite: Successful completion with a grade of "C" or better in DLA 1200.

DLA 2201. Dental Laboratory Procedures II. 2 hrs.
This course stresses physical properties and applications of casting metals, dental porcelain, and dental plastics. Laboratory procedures necessary for Prosthodontics will be studied and practiced. Lecture, one hour per week; lab, three hours per week. Prerequisite: Successful completion with a grade of "C" or better in DLA 1200, DLA 1201, ALH 1209 within one year with a grade of "C" or better.

DLA 2202. Clinical Practice. 5 hrs.
Assignments will be to two private dental offices to provide practical experience in dental assist- ing. Students will also be assigned to dental specialty offices for observation of the dental assistant's role in specialty practices. Weekly seminars provide the student with opportunities to discuss practical experiences and allow for preparation for the Dental Assisting National Board Exam. Seminar, two hours per week, clinical, 35 hours per week. Prerequisite: Completion with a grade of "C" or better of DLA 1200, DLA 1201, DLA 1203, DLA 1204, DLA 1205, ALH 1209, DLA 1206, DLA 2200, DLA 2201, DLA 2203, DLA 2204, and DLA 1202. Must be taken immediately following DLA 1202.

DLA 2203. Chairside Assisting II. 3 hrs.
This course will require students to utilize basic chairside assisting skills and principles of four-handed, sit-down dentistry during dental procedures. Dental speciality procedures and instruments will be introduced and practiced. Dental terminology and materials are integrated throughout this course and current OSHA and CDC guidelines for infection control and handling of hazardous materials will be followed. Lecture, two hours per week; lab, two hours per week. Prerequisite: A grade of "C" or better in DLA 1200, 1203, 1204, and 1205.

DLA 2204. Dental Radiography II. 2 hrs.
This course continues intensified practice in exposure, processing, and mounting of dental radiographs. Students will also be introduced to interpretation of radiographs and specialized intraoral and extraoral radiographic techniques. Lecture, one hour per week; lab, two hours per week. Prerequisite: Successful completion of DLA 1204 with a grade of "C" or better.

DLA 2205. Expanded Functions. 1.5 hr.
This course is designed to acquaint the dental assisting student with expanded functions such as, coronal polishing, placing sealants, applying topical anesthetic, application of topical fluorides, and monitoring the patient during Nitrous Oxide. The student will have developed the knowledge necessary to participate in Community Dentistry. This course will prepare the student to take the CPFDA exam and become a Certified Expanded Functions Dental Assistant. Lecture: two hours per week;Lab: two hours per week. Prerequisite: ALH 1209, DLA 1200, DLA 1205, DLA 1201, DLA 1203, DLA 1204. Must be taken concurrently with DLA 1202, DLA 2203, DLA 2204.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2018

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL certificate PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
51 – Paramedic Certificate CERT.PMD	Cert	33	51.0904	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	The predominant goal of the Paramedic Certificate program is to graduate competent, entry-level Paramedics who are proficient in required skills and procedures. In addition to preparing graduates, the program provides the quality and quantity of clinical opportunities to meet the national standard of curriculum requirements for paramedic programs.
To what extent are these objectives being achieved?	Program analysis indicates the goals are being met by the indicator that students seeking employment as paramedics are successful in job placement.
Past Program Review Action What action was reported last time the program was reviewed?	Dramatic steps were taken to adjust curriculum, re-align standards, and change program offerings to prepare for program accreditation. Since that review the program has received CoAEMSP and CAAHEP accreditations.

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Program entry requires that candidates have a high school diploma or equivalent, healthcare provider CPR (adult, infant and child training), successful completion of EMT-Basic, and have passed the written and practical entrance exam.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See page 28 – Paramedic Certificate See page 29 – Emergency Medical Services Courses
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The curriculum meets the National Standard Curriculum for Paramedics requirements.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	Currently there is paramedic shortage throughout the area and country as indicated by the Bureau of Labor Statistics.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There has and will be an increased need for paramedics. Regional EMS provider agencies have upgraded to the paramedic level of service to their communities. The projected increase over next 3 years is 3% (this number does not account for the current shortfall being experienced by agencies)
1.3 What is the district and/or regional need?	According to the State of the Workforce Report, technical healthcare position job growth is steady with the positions growing from 6,617 to 6,800 employees.
1.4 How are students recruited for this program?	The college holds career days, health fairs, and college open house. There are current social media campaigns, college nights, and directed marketing (including high school visits). Strong relationships with area EMS agencies, through the advisory committee and clinical placement, provide potential student contacts.
1.5 Where are students recruited from?	Students are recruited from in-district high schools and junior high schools, adult students from the communities, and other work force development programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the program illuminated the need for a full time position to manage EMS programs.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	The majority of the program costs stem from faculty salaries and fringe benefits which are $70,000.
2.2 How do costs compare to other programs on campus?	The cost of the paramedic certificate program are comparable to the other Allied Health and Technical Certificate programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the College Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	If grant funding was lost, the program costs would be offset by the College Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	None

INDICATOR 3: QUALITY	_RESPONSE_
3.1 What are the program's strengths?	The program is supported by community, includes dedicated faculty who are practitioners in healthcare field, and is supported by dedicated hospital facilities and EMS agencies for clinical experiences. The program is accredited by CoAEMSP and CAAHEP.
3.2 What are the identified or potential weaknesses of the program?	It is difficult to find and retain qualified part-time faculty. There is not a full-time faculty member. Currently, all instructors and coordinators are part-time. The average enrollments are lower than capacity.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The instructors vary delivery methods including face-to-face skills labs and clinical experiences with qualified preceptors in the field of Emergency Medicine.
3.4 How does this program fit into a career pathway?	There is an ordinal path to the paramedic certificate. It begins with Emergency Medical Responder, which leads to EMT-Basic, and culminates with the Paramedic certificate.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Platinum Planner has been implemented for clinical and field experience tracking and verification. EMS Testing (nationally recognized EMS test development provider) is being utilized to assess student and program outcomes.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Area high school students can take the EMR program which is offered through the Area Career Center. There is progress toward offering the EMT-B program as dual credit.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students are required to perform 500 hours of clinical and field time incorporating skills and leadership roles. The clinicals and field experiences are provided by area hospitals and EMS agencies with student evaluations completed by trained preceptors.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Although accreditation is not necessary, the college has voluntarily participated in accreditation by CAAHEP CoAEMSP. Doing so has given students the opportunity to sit for National Board Certification.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, EMT-Paramedic Certificate gives students eligibility to sit for licensure exam upon successful completion. Certification in: International Trauma Life Support (ITLS) Pediatric Education for Pre-Hospital Providers (PEPP) Advanced Cardiac Life (ACLS)
3.10 Is this an apprenticeship program? If so, please elaborate.	No

3.11 If applicable, please list the licensure examination pass rate.	The current pass rate for students that sit for the exam is 84%.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been formed. There are on-going cooperative affiliations with area EMS agencies and medical facilities.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Didactic – 1:10 Psychomotor 1:5
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	As needed educational updates are supported by the college.
3.16 What is the status of the current technology and equipment used for this program?	The college has up to date simulation equipment for all aspects of the program. The program has a classroom ambulance simulator which contains all of the same equipment as an emergency response vehicle.
3.17 What assessment methods are used to ensure student success?	Summative exams per module and overall each semester with final cumulative exam. Demonstration by students of required skills and procedures
3.18 How satisfied are students with their preparation for employment?	Student responses from course surveys indicate satisfactory preparation for career placement.
3.19 How is student satisfaction information collected?	Student satisfaction is measured by survey, face-to-face discussion, feedback from Advisory Committee, social media, and clinical performance evaluations throughout program.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Committee, students participate in work-based learning opportunities at local EMS agencies and healthcare facilities.
3.21 How often does the program advisory committee meet?	The program advisory committee meets on an annual basis.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from surveys and the program advisory committee indicate that employers are satisfied with graduate preparation for the role of entry level paramedic.

3.23 How is employer satisfaction information collected?	Employer satisfaction is measured by using surveys and Advisory Committee feedback (includes EMS employers from district).
3.24 Did the review of program quality result in any actions or modifications? Please explain.	A full-time faculty member would improve and assure consistency throughout the program, give students a single contact person for any issues or concerns and provide a more rapid response to areas of need.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	51 – Paramedic Certificate CERT.PMD				

CIP CODE	51.0904				

	YEAR 1 - FY13	YEAR 2 - FY14	YEAR 3 - FY15	YEAR 4 - FY16	YEAR 5 - FY17
NUMBER OF STUDENTS ENROLLED	54	45	44	39	34
NUMBER OF COMPLETERS	3	4	2	0	19
OTHER					

How does the data support the program goals? Elaborate.	Graduates are successful in securing employment at the entry level for Paramedics. Student retention throughout the program is generally 100%
What disaggregated data was reviewed?	Only aggregate data was used during the program review process.
Were there gaps in the data? Please explain.	Gaps in the data include: • Male, female • Ethnicity • Age • Previous education • Student Goals • Full/Part time student • Economic disadvantage • Academic disadvantage • Total student cost of the AAS program Future reports need to include above information in order to understand the student population and costs associated with the program.

What is the college doing to overcome any identifiable gaps?	Disaggregated data will be provided for future program reviews.
Are the students served in this program representative of the total student population? Please explain.	The age and gender are representative of the student population. The racial diversity is not representative. Hispanic students are underserved in the program.
Are the students served in this program representative of the district population? Please explain.	The program serves an equal number of males and females. The age of the students is not representative of the population, and Hispanic and Black/Non-Hispanic students are underserved.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall the program is meeting goals and expectations with overall student and workforce satisfaction. The program will continue to implement any new requirements presented by the accreditation bodies.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The college will attempt to hire a full-time faculty member. Continue to revise the program based on National Standards and feedback from the Advisory Committee. There will be a new full-time position in August 2018.

Paramedic Certificate

First Year	Fall	Spring	Credits Summer
FALL SEMESTER			
EMS 2210 Paramedic I-Intro	4		
EMS 2211 Paramedic II Pharmacology	4		
EMS 2212 Paramedic III Practicum I	2		
SPRING SEMESTER			
EMS 2213 Paramedic IV - Medical Emergency I		3	
EMS 2214 Paramedic V - Medical Emergercy II		3	
EMS 2215 Paramedic VI - Paramedic Practicum II		3	
EMS 2216 Paramedic VII - Shock/Trauma		3	
SUMMER SEMESTER			
EMS 2217 Paramedic VIII- Special Populations & EMS Operations (Pre-summer)			3
EMS 1201 International Trauma Life Support Provider Course (ITLS)			1
EMS 1203 Advanced Cardiac Life Support			1
EMS 1204 Pediatric Advanced Life Support			1
EMS 2218 Paramedic IX - Practicum III			5
Year Total:	10	12	11

Total Credit Hours:	33

For additional information please consult a counselor at 815-224-0360 or the Health Professions Division Office at 815-224-0485.

Prerequisite Requirements:

1. The applicant must possess a valid American Heart Association or American Red Cross Healthcare Provider CPR card prior to within 2 weeks of the start of the Paramedic program.
2. The applicant must have passed (within the past 7 years) Biology 1200 Human Body Structure & Function or it's equivalent with a grade of "C" or better.
3. The applicant must have a background check, assume the cost of the background check, and have NO felony convictions listed on the background check.
4. The applicant must possess a high school diploma or equivalent (copies are required).
5. The applicant must hold a current and unrestricted state EMT-Basic or EMT-Intermediate license.
6. The applicant will be required to present an EMT-B or EMT-I license and a State Photo ID prior to the Paramedic Entrance Exam test being administered.
7. The applicant will be required to take a written Paramedic Entrance Exam similar to the EMT-B licensure exam. A passing score will be 80% on a 100 question exam.
8. The applicant must complete the hands on practical skills Paramedic Entrance Exam assessment tests (6-8 stations). The scope and grading of the practical skills will be based on the National Registry Skills forms.
These forms may be downloaded at no cost at http://www.nremt.org/nremt/about/exam_coord_man.asp#BSkillSheets.
Students will be required to pass each skills station with a minimum score of 80%.
9. The student will be allowed one opportunity to re-test on either the skills or written exam, if necessary to obtain a score of 80%, but will not be allowed to re-test on both tests.
10. Student must have a physical performed by personal physician and at the student's cost within the past year. The IVCC Health Assessment Form must be used.
11. Student must have received all required immunizations as outlined on the health assessment form.
12. All required health information MUST be provided by October 1st before any clinical study begins.
13. Please contact the Health Professions Division Office at 815-224-0485 by May 1st, 2018 to be placed on the list to be notified of the Paramedic Entrance Exam testing dates and times.

9/12/17

United States Department of Education's Gainful Employment Disclosure

Emergency Medical Services

Courses

EMS 1201. International Trauma Life Support Provider Course (ITLS). 1 hr.
ITLS is accepted internationally as the standard training course for prehospital trauma care. ITLS courses combine classroom learning and hands-on skill stations. Scenario assessment stations enable you to put your learning to work in simulated trauma situations. ITLS courses are designed, managed and delivered by course directors, coordinators and instructors experienced in EMS, prehospital care and the ITLS approach. This course can be used as a state-of-the art continuing education course and as an essential curriculum in many paramedic, EMT, and first responder training programs. Prerequisite: Consent of instructor with current, Unrestricted State Approved EMT-Basic, EMT-Intermediate, or EMT-Paramedic License.

EMS 1203. Advanced Cardiac Life Support. 1 hr.
The Advanced Cardiac Life Support (ACLS) Provider Course is designed for healthcare providers who either direct or participate in the resuscitation of a patient, whether in or out of a hospital. In this course students will enhance their skills in the treatment of arrest and peri-arrest patients through active participation in a series of simulated cardiopulmonary cases. The goal of the ACLS provider Course is to improve the quality of care provided to the adult victim of cardiac arrest or other cardiopulmonary emergencies. Prerequisites: Consent of Instructor and Current EMT-Intermediate, EMT-Paramedic, Registered Nurse (RN), Registered Respiratory Therapist (RRT), Physician (MD, DO), or Physician's Assistant (PA) licesne. Other allied health professions with approval of EMS Program Coordinator, and a basic understanding of ECG recognition is required.

EMS 1204. Pediatric Advanced Life Support. 1 hr.
The Pediatric Advanced Life Support (PALS) Provider Course is designed for healthcare providers who initiate and direct advanced life support through the stabilization or transport phases of a pediatric emergency, either in or out of hospital. This course will enhance the student's skills in the evaluation and management of an infant or child with respiratory compromise, circulatory comprise, or cardiac arrest. The goal of the PALS Provider Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcome. Prerequistes: Consent of instructor; and Current EMT-Intermediate, EMT-Paramedic, Registered Nurse (RN), Registered Respiratory Therapist (RRT), Physician (MD, DO), or Physician's Assistant (PA) license. Other allied health professionals with approval of EMS Program Coordinator; and A basic understanding of ECG recognition is required.

EMS 2200. Emergency Medical Responder. 4 hrs.
This course is designed to provide the knowledge, skills and attitudes required to provide immediate emergency medical care. Students will learn medical techniques needed to treat life-threatening conditions until the arrival of other emergency medical services. It is designed for police, firemen, industry, public service individuals and others who may be present at the scene of any medical condition. Students completing this course will meet the requirements for formal recognition by the State of Illinois as a First Responder.

EMS 2201. Emergency Medical Technican - Basic. 8 hrs.
This course is designed to prepare students for the overall roles and responsibilities of the Emergency Medical Technician. Training in emergency medical care and operational aspects of the EMT's role is accomplished by developing skills short of those rendered by physicians, or by paramedical personnel under the direct supervision of a physician. The course also includes training in the use of all equipment required to accomplish this role. Enrollment priority is given to people working for an ambulance service or those who will work for an ambulance service upon course completion. A student must be 18 years of age and complete the class with a final grade of 80% or above to be permitted to take the State EMT certification exam or National Registry Certification Exam.

EMS 2210. Paramedic I-Intro. 4 hrs.
This course is designed to introduce and develop the knowledge and skills for EMT-Basic's in the area of advanced emergency care of ill or injured persons. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. Lecture, demonstrations, skills evaluation, and hosptial internships are the principal methods of instruction. Specific training areas include, but not limited to: introduction to advanced EMS, medical/legal issues, EMS system design, workforce safety and wellness, EMS system communications, therapeutic communication with patients, lifespan development, airway management, and patient assessment. The curriculum for the EMT-Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA). Prerequisites -- Consent of Instructor with: (1) Completion of an EMT-Basic or I-99 based EMT-Intermediate course curriculum; (2) Unrestriced State Approved EMT-Basic or EMT-Intermediate License; (3) Com- pletion or concurrent enrollment in Biology 1200 or its equivalent within the past 7 years with a grade of "C" or better; (4) Current AHA/ARC BLS Healthcare Provider card; (5) High school graduate or valid GED; (6) Concurrent enrollment in EMS 2211 and EMS 2212.

EMS 2211. Paramedic II Pharmacology. 4 hrs.
This course is designed to introduce and develop the knowledge and skills for EMT-Basic's in the area of advanced emergency care or ill or injured persons. This course follows the National Department of Transportation Guidelines and is approved by the Illinois Department of Public Health. Lecture, demonstrations, skill evaluation and hospital internships are the principal methods of instruction. Specific training areas include, but not limited to: principles of pharamacology,mathematical calculations for medication administration/IV fluid therapy, medication administration techniques, IV and IO insertion,and introduction to emergency medications and IV solutions. The curriculum for the EMT-Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA). Prerequisites-- Consent of instructor with (1) Completion of an EMT-Basic or I-99 based EMT-Intermediate course curriculum; (2)Unrestricted State Approved EMT-Basic or EMT-Intermediate License; (3) Completion of concurrent rollment in Biology 1200 or its equivalent within the past 7 years with a grade of "C" or better; (4) Current AHA/ARC BLS Healthcare Provider Card; (5) High school graduate or valid GED; (6) Concurrent enrollment in EMS 2210 and EMS 2212.

EMS 2212. Paramedic III Practicum I. 2 hrs.
This course is designed to introduce and develop the knowledge and skills for EMT-Basic's in the area of advanced emergency care of ill or injured persons. This section places students in the hospital setting. Students will be exposed to a variety of patients, focusing their psychomotor skills on airway management, basic patient assessment techniques and pharmacologic interventions. The curriculum for the EMT- Paramedic educational program shall adhere to the 2009 National EMS Education Standards and EMS Scope of Practice set forth by the United States Department of Transportaion (US DOT) National Highway Traffic Safety Administration (NHTSA). Prerequisites -- Consent of Instructor with: (1) Completion of an EMT-Basic or I-99 based EMT-Intermediate course curriculum; (2) Unrestricted State Approval EMT-Basic or EMT-Intermediate License; (3) Completion of or concurrent enrollment in Biology 1200 or its equivalent within the past 7 years with a grade of "C" or better; (4) Current AHA/ARC BLS Healthcare Provider card; (5) High school graduate or valid GED; (6) Concurrent enrollment in EMS 2210 and EMS 2211.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2018

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
52 – Business Administration AAS.BUS	Degree	66	52.0201	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	The program is designed to prepare AAS students for jobs, as well as to provide a strong transfer option for our graduates choosing to attend a four-year university.
To what extent are these objectives being achieved?	Program analysis reveals that the objectives are being accomplished.
Past Program Review Action What action was reported last time the program was reviewed?	The recommendation was to continue the program with minor improvements.

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	There are no prerequisites for this program or the courses.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See page 36 – Business Administration AAS See page 37 – Business Courses
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	IVCC currently requires six credit hours in the area of Global Appreciation and also has a two credit hour requirement for Health and Wellness.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	EMSI (Economic Modeling Solutions Incorporated) reveals that the occupational demand remains strong. A projected increase of 4.6% in business administration jobs is forecast over the next 5 years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained strong for the past five years and the outlook is not expected to change for the next five years.
1.3 What is the district and/or regional need?	EMSI data projects an increases of 119 jobs over the next five years, which equates to a 5.6 percent increase.
1.4 How are students recruited for this program?	The program has a full-time program coordinator, who has a primary responsibility for recruitment. This faculty member works in conjunction with the college's Director and Assistant Director of Admissions, who also play a major role in recruitment. Students are recruited through high school visits, college events and activities, and annual publications.
1.5 Where are students recruited from?	Students are recruited from the college's 8 county district.
1.6 Did the review of program need result in actions or modifications? Please explain.	Student recruitment will continue to be emphasized as a priority responsibility. Plans call for new program fliers to be created for recruitment events.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	Costs include general operating expenditures, faculty salaries/fringes, and student fee reimbursable expenditures.
2.2 How do costs compare to other programs on campus?	Costs compared with other college programs compares very favorably. The program has generated a profit of $9,449 over the FY15 though FY17 fiscal years. This is a cost efficient program.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are paid primarily from the college's Educational Fund. The Perkins Grant contributes a small amount annually to instructional supplies/faculty travel.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	In the absence of grant funding, travel costs would be absorbed by the general education fund of the college in the amount of $1500.00
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Overall analysis reveals that the program has run in the black for the past three fiscal years. No actions or modifications are required at this time.

INDICATOR 3: QUALITY	_RESPONSE_
3.1 What are the program's strengths?	The program has a strong curriculum and a full-time instructor/program coordinator, excellent full-time and part-time faculty members, a strong advisory committee, and an excellent internship program.
3.2 What are the identified or potential weaknesses of the program?	Recruitment materials need to be modernized. The possibility for additional on-line courses exists.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The traditional face to face format is used. In addition, learning community and multiple on-line opportunities exist.
3.4 How does this program fit into a career pathway?	Students obtaining the AAS degree are ready to pursue a variety of careers including, but not limited to, banking, sales, investments, retail management, entrepreneur, e-Marketing, and public relations.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program has a learning community course entitled Let's Talk Business, which has been successful. The program also co-sponsors the annual MIMIC (Making Industry Meaningful in College) fair.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit opportunities exist.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Work based learning opportunities are continually discussed in all course offerings. The required internship provides a strong work-based learning opportunity. Examples include internships in areas of human resources, accounting, payroll services, and retail businesses.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required.
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Licensure examination is not required.

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college is a member of the Illinois Articulation Initiative.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	New internship partnerships have been formed with the City of Peru. Internships now exist for students in Human Resource Management and Bookkeeping/Accounting.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Each face-to-face course offering has a maximum enrollment of 35. On-line offerings have a maximum enrollment of 26. The faculty to student ratio averages 1:25. The range is from 1:6 to 1:35.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The college annually considers and funds professional development opportunities including professional conferences. The college also has the Center for Excellence in Teaching, Learning, and Assessment, which offers numerous activities/training sessions to all faculty throughout the academic year.
3.16 What is the status of the current technology and equipment used for this program?	It is very good. All classrooms are equipped with the latest Smart Room technology.
3.17 What assessment methods are used to ensure student success?	Traditional assessment, including exams and quizzes, is used. Other forms of formal assessment include assessment grids used with internship providers. The college emphasizes the use of informal classroom assessment techniques as well.
3.18 How satisfied are students with their preparation for employment?	Student satisfaction is very good.
3.19 How is student satisfaction information collected?	The college conducts graduate surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers play a key role in the offering of internships. Some employers teach within the program. Others are members of the Business Advisory Committee.
3.21 How often does the program advisory committee meet?	Annually
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied. Employers are members of the business advisory committee and report that the knowledge level and job preparedness of the graduates is very good. Faculty follow-up with individual employers also indicates good satisfaction.

3.23 How is employer satisfaction information collected?	College surveys and regular contact with the Business instructor/program coordinator.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	A plan to modernize and develop new recruitment materials will ensue. A review of courses to consider for on-line development will take place.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	AAS.BUS				
CIP CODE	52.0201 – AAS.BUS				
	YEAR 1 - FY13	YEAR 2 - FY14	YEAR 3 - FY15	YEAR 4 - FY16	YEAR 5 - FY17
NUMBER OF STUDENTS ENROLLED					
AAS.BUS	174	171	160	161	118
NUMBER OF COMPLETERS					
AAS.BUS	17	2	6	9	10
OTHER					
How does the data support the program goals? Elaborate.	Program numbers have shown a bit of a downturn in recent years. Business and plant closures several years back in the district resulted in increased enrollment. Numbers have stabilized. The program continues to meet its goals with good enrollment figures in the business area. It is important to note that the Entrepreneurship has been officially discontinued by the college's Board of Trustees due to lack of enrollment. This occurred during the 2017/2018 academic year.				
What disaggregated data was reviewed?	Only aggregate data was used during the program review process.				

Were there gaps in the data? Please explain.	Gaps in the data include: • Male, female • Ethnicity • Age • Previous education • Student Goals • Full/Part time student • Economic disadvantage • Academic disadvantage • Total student cost of the AAS program Future reports need to include above information in order to understand the student population and costs associated with the program.
What is the college doing to overcome any identifiable gaps?	Disaggregated data will be provided for future program reviews.
Are the students served in this program representative of the total student population? Please explain.	Since disaggregated data was not provided, analysis of the students served in this program compared to the total student population is difficult to complete.
Are the students served in this program representative of the district population? Please explain.	Since disaggregated data was not provided, analysis of the students served in this program compared to the district population is difficult to complete.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Business program remains a very successful and respected program on campus. The overall operating costs of the program run in the black. A strong curriculum and faculty prepare students for transfer and future employment. Partnerships with community employers and members are well established and distributed throughout the district. The program has an excellent internship course.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. New recruitment materials will be developed. A continued emphasis on student recruitment will be a top priority. This will be done throughout the 2018/2019 academic year. 2. A plan to research the development of new on-line courses will also implemented. 3. New internship opportunities will continue to be explored.

Business Administration
Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1210 Fundamentals of Accounting	3	
BUS 1010 Introduction To Business	3	
BUS 1201 Let's Talk Business	1	
BUS 1230 Math for Business & Finance	3	
CSP 1203 Microsoft Office Professional I	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
SPRING SEMESTER		
ACT 1010 Financial Accounting		3
CSP 2203 Microsoft Office Professional II		3
ECN 1202 Fundamentals of Economics		3
MKT 1210 Principles of Marketing		3
PSY 2200 Human Relations in The World of Work		3
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3
Year Total:	16	18

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1020 Managerial Accounting	3	
BUL 2000 The Legal Environment of Business	3	
CSN 1200 Using Internet and The World Wide Web	3	
MGT 1230 Owning and Operating a Small Business	3	
MGT 2010 Principles of Management	3	
SDT 1203 Job Seeking Skills	1	
SPRING SEMESTER		
BUS 2210 Business Internship		3
BUS 2260 Integrated Business Operations		3
FIN 1200 Principles of Finance		3
HPE 1000 Wellness		1
MGT 2220 Principles of Supervision		3
Elective (s) (See Below)		3
Year Total:	16	16

Total Credit Hours:		66

Electives:

All courses with the following prefixes are recommended: ACT, BUS, CSD, CSG, CSI, CSN, CSO, CSP, CSS, CSW, ECN, FIN, LDS, MGT, and MKT. For additional information please consult any counselor at (815) 224-0360 or bob_reese@ivcc.edu, (815) 224-0354.

ACT 1210, BUS 1010 & 1201 must be taken together as a learning community. Students are strongly encouraged to complete the required courses in the order they are listed above. Some advanced courses may only be available at night or in specific semesters.

12/7/16

Business

Courses

BUS 1010. Introduction To Business. 3 hrs.
An introductory survey course covering such topics as management, marketing, finance, labor relations and business government relations. The course is designed to provide students an opportunity to learn business terminology and to understand the interrelatedness of the various business functions.

BUS 1201. Let's Talk Business. 1 hr.
This course is designed to show the integration of the content across the two target courses: Fundamentals of Accounting and Introduction to Business. An understanding of this connection between the courses will help to ease the student's transition into college-level business degree programs. Guest speakers and field trips, both off-campus and on-campus, will expand the scope of the business and accounting courses to which it is linked. Prerequisite: Concurrent enrollment in ACT 1210 and BUS 1010.

BUS 1230. Math for Business & Finance. 3 hrs.
A review of the fundamental mathematical process, fractions, and percentages. A study of discounts, commissions, depreciation, overhead, interest, bank discount, amortized mortgage loans, balance sheet ratios, simple statistical measures, financial statements, graphs, stocks and bonds, solving for the unknown, and time value of money. Prerequisite: Appropriate score on the Math placement test or successful completion of MTH 0900 with a "C" or better.

BUS 2000. International Business. 3 hrs.
This course focuses on the environmental complexities that arise when business activities and institutions transcend international borders. Emphasis is on the impact and the dynamics of sociocultural, demographic, economic, technological, and political-legal factors in the foreign trade environment. Topics include globalization, patterns of world trade, operation procedures of the mulinational enterprise, international monetary systems, foreign exchange markets, international marketing and global supply chain management.

BUS 2210. Business Internship. 3 hrs.
Students work in jobs directly related to their field of study. This gives them a first-hand opportunity to see the principles they are learning in the classroom put into practice. This course may be repeated for credit. Lab, fifteen hours per week. Prerequisite: Consent of instructor.

BUS 2260. Integrated Business Operations. 3 hrs.
This course offers students in business, computer or industrial programs the opportunity to form and run a small company. Each student company pre- pares a marketing plan, does a cost analysis, designs, manufactures, and sells a product. Students have the opportunity to interact with those from different functional areas and develop an understanding of the overall considerations involved in running a business. Prerequisite: Sophomore standing.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2018

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL certificate programs that are stackable within the parent degree
52 – Business Technology AAS.BST	Degree	60	52.0407	CERT.BST.I CERT.BST.II
52 – Business Technology I CERT.BST.I	Cert	29	52.0408	
52 – Business Technology II CERT.BUS.II	Cert	44	52.0407	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				

Program Objectives What are the overarching objectives/goals of the program?	The Business Technology program is designed for students who want to develop general understanding of and knowledge of business office technology. Students are exposed to skills required in an office environment: keyboarding, software applications, office procedures, office management, Internet research, accounting, communications, information management, and ethics.
To what extent are these objectives being achieved?	Success rates are on an upward trend - 68.9 percent in 2013 and 80.88 percent in 2017.
Past Program Review Action What action was reported last time the program was reviewed?	The following Advisory Committee recommendations were implemented: offered introductory, intermediate, and advanced courses in all three Microsoft Professional courses in place of four comprehensive courses; included email and information management software; introduced Adobe Acrobat into curriculum; rearranged courses on guide sheets to fit fall or spring offerings; added courses in summer semester to allow for lighter course load in fall and spring semesters; and increased elective courses to include QuickBooks Pro and any other business, accounting or computer course.

To improve the understanding of the degree with the general population, the name was changed on the certificates and degree from Office Technology to Business Technology. |

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	The program does not require pre-requisites.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See page 45 – Business Technology AAS See page 46 – Business Technology Cert I See page 47 – Business Technology Cert II
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The first stacking credential certificate requires 30 hours, the second requires 44 hours, and the AAS degree requires 60 credit hours.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	The demand for office and administrative support occupations is expected to grow six percent between 2016 and 2026, which is average. However, our employment region does not require a degree in most job descriptions at the lower or upper level office position.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Overall, job opportunities should be good. There is a need to replace workers who leave the occupation; however, technology is expected to substitute or replace some functions that workers in office and administrative support occupations perform.
1.3 What is the district and/or regional need?	The region has a higher than average concentration—1.01 location quotient, greater than 1 is higher than normal.
1.4 How are students recruited for this program?	Students are recruited through a variety of admissions activities including an annual open house, an annual career fair, high school visits, and the Manufacturing Expo.
1.5 Where are students recruited from?	Students are recruited from in-district junior high and high school events and activities, college open house events, and job fairs.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, two courses were eliminated from the program, which reduced the total number of credit hours from 64 hours to 60 hours.

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The total costs for the business technology program average $142,000 per year - $135,700 are salaries and benefits. Currently, the program is supported by one full-time faculty member and four part-time faculty members.
2.2 How do costs compare to other programs on campus?	Our costs are comparable with other business programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Total income from the program is sustained by tuition, course fees, and apportionment. Most of the courses in the program are also required for other business programs which support the enrollments. This is a strategic move which is a cost- and time effective opportunity for our students.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Yes, course fee adjustments were aligned with appropriate expenses.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The strengths of the program include the stability of the program, which includes stacking credentials and provides the necessary coursework. Another strength includes the stability of the faculty within the program and the number of online courses. Students also have the ability to seamlessly make a lateral move into the program from other business programs. The program attracts non-traditional age students. Online courses have the highest enrollments.
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses include courses offered at conflicting times within the program and low enrollments in first-year courses. While these courses are offered as dual credit courses at three area high schools, traditional aged students do not enroll in the program. Adding additional dual credit business courses at area high schools would provide greater opportunities for traditional aged students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Delivery methods include traditional, blended and online; 98 percent of the courses are offered online. The program hinders on 100 percent online access due to the inability to move the Job Seeking Skills course online.

3.4 How does this program fit into a career pathway?	Career Cluster: Business, Management, and Administration Career Pathway: Administrative & Information Support Program of Study: Administrative Assistant and Secretarial Science, General
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program is modeled after other community college AAS Office Assistant programs.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual Credit partnerships include three area high schools that offer first-year coursework: LaSalle-Peru and Ottawa Township High School offer CSP-1230 and CSP-1203; LaMoille High School offers CSP-1230, CSP-1203 and CSP-2203.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	CSP-2222, Business Technology Internship, requires 225 hours of work experience, with an additional 16 hours of seminar, which allows students to discuss their experiences with other students.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	No industry-recognized credentials are offered.
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation or cooperative agreements/initiatives in place for the business technology program; however, classes transfer as electives to most in-state universities.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The program continues to work with advisory members from several industries including education, manufacturing, healthcare, and government.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty contract sets the faculty to student ratio at 1:20 for lecture and lab. The range includes 1:5 through 1:20.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The college supports faculty with our Center for Excellence in Teaching, Learning, and Assessment. Numerous activities/training sessions are offered to all full and part-time faculty throughout the year. Additional professional development may be requested and fulfilled based on the availability of funds.
3.16 What is the status of the current technology and equipment used for this program?	Courses had been moved online to circumvent technology issues in the classrooms. The program is teaching the most up-to-date software.
3.17 What assessment methods are used to ensure student success?	Traditional assessment methods include standardized assessments, writing samples, course embedded questions, and student surveys to ensure student success.
3.18 How satisfied are students with their preparation for employment?	On a scale from one to five, students have rated the program preparation for employment a four. Student surveys identified the transfer ethics course needs to be changed to applied or business ethics and eliminate the theoretical ethics course from the program.
3.19 How is student satisfaction information collected?	Students are surveyed at the end of the internship.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory members review program courses, identify current trends and determine strengths and weaknesses within the curriculum, and offer suggestions for change based on industry guidelines.
3.21 How often does the program advisory committee meet?	Program advisory members meet annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employer internship surveys regularly score our students above average.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are collected at the mid-point and at the end of the student's internship.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Students and internship employers have stated the program name change from Office Technology to Business Technology is confusing. Students and employers require clarification of the degree, as most associate the degree to computer information systems and not administrative office technology.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	AAS.BST CERT.BST.I CERT.BST.II				
CIP CODE	52.0407 – AAS.BST, CERT.BST.II 52.0408 – CERT.BST.I				
	YEAR 1 - FY13	YEAR 2 - FY14	YEAR 3 - FY15	YEAR 4 - FY16	YEAR 5 - FY17
NUMBER OF STUDENTS ENROLLED					
AAS. BST	39	30	28	25	16
CERT.BST.I	36	33	37	23	16
CERT.BST.II	11	7	14	10	3
NUMBER OF COMPLETERS					
AAS. BST	8	2	2	7	4
CERT.BST.I	11	3	6	4	5
CERT.BST.II	8	2	4	4	4
OTHER					
How does the data support the program goals? Elaborate.	The data reflects a significantly low enrollment in courses required for the certificates and AAS degree. The Computer Keyboard Application and Advanced Keyboarding course have the lowest enrollment, but are not required in any other programs on campus. However, the number of graduates in the certificates and AAS degree is also low. As the economy has picked up, the enrollment numbers have fallen. We need to do a better job at marketing the program or individual courses that could provide needed skills to advance within their career.				
What disaggregated data was reviewed?	Only aggregate data was used during the program review process.				

Were there gaps in the data? Please explain.	Gaps in the data include: • Male, female • Ethnicity • Age • Previous education • Student Goals • Full/Part time student • Economic disadvantage • Academic disadvantage • Total student cost of the AAS program Future reports need to include above information in order to understand the student population and costs associated with the program.
What is the college doing to overcome any identifiable gaps?	Disaggregated data will be provided for future program reviews.
Are the students served in this program representative of the total student population? Please explain.	Since disaggregated data was not provided, analysis of the students served in this program compared to the total student population is difficult to complete.
Are the students served in this program representative of the district population? Please explain.	Since disaggregated data was not provided, analysis of the students served in this program compared to the district population is difficult to complete.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The viability of the program hinders on future students and employers understanding the program; either additional marketing or a change in the program name should be considered. Building enrollments through dual credit partnerships to include other first year business courses would provide many opportunities for students.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to work with advisory members in evaluating program name, course offerings, and marketing to local employers to encourage continued education to support the program.

Business Technology Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
BUS 1010 Introduction To Business	3	
BUS 1230 Math for Business & Finance	3	
CSN 1200 Using Internet and The World Wide Web	3	
CSP 1203 Microsoft Office Professional I	3	
CSP 1230 Computer Keyboarding Applications (Fall only)	2	
HPE 1000 Wellness	1	
SPRING SEMESTER		
ACT 1210 Fundamentals of Accounting		3
CSP 1231 Adv Keyboarding/Document Formatting (Spring only)		3
CSP 2203 Microsoft Office Professional II		3
PSY 2200 Human Relations in The World of Work		3
or PSY 1000 General Psychology		
or SOC 1000 Introduction To Sociology		
SPH 1204 Oral Communication Skills for Business, Industry & Technology (Spring only)		3
Year Total:	15	15

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
CSM 1209 Management Information Systems (Fall only)	3	
CSP 2204 Microsoft Office Professional III (Both Fall only)	3	
or CSD 1210 Comprehensive Access		
ECN 1202 Fundamentals of Economics	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
PHL 1002 Ethics	3	
SDT 1203 Job Seeking Skills	1	
SPRING SEMESTER		
CSM 2240 Office Management (Spring only)		3
CSO 1202 Microsoft Windows (Sping Only)		2
CSP 2201 Help Desk/User Support (Spring only)		2
CSP 2222 Business Technology Internship		4
Elective (s) (See Below)		3
Year Total:	16	14

Total Credit Hours:	60

Electives:

All courses with the following prefixes are recommended:

ACT, BUS, ECN, FIN, MGT & MKT, BUL, CSD, CSN, AND CSO

For additional information please consult any counselor at (815) 224-0360 or michelle_story@ivcc.edu (815) 224-0441

This degree is designed to prepare personnel for Office Supervisor, Administrative Assistant and clerical positions requiring proficiency in document preparation, bookkeeping, word processing, spreadsheets, databases, presentation software and web page design. Students are strongly encouraged to complete the required courses in the order they are listed above. Some classes may only be available at night or online.

Proficiency exams are available for CSP 1230, CSP 1203, CSO 1202, and CSN 1200. Contact the Workforce Development Division at 815-224-0409 or sandy_beard@ivcc.edu or speak with a counselor about the available proficiency exams. Proficiency Exam Study Guides are available at: www.ivcc.edu/assessment. Course outline provides course description, working outcomes and related competencies.

*Pending ICCB approval for credit hour change.

3/17/17

Business Technology I
Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of individual courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Credits	
	Fall	**Spring**
FALL SEMESTER		
BUS 1010 Introduction To Business	3	
BUS 1230 Math for Business & Finance	3	
CSN 1200 Using Internet and The World Wide Web	3	
CSP 1203 Microsoft Office Professional I	3	
CSP 1230 Computer Keyboarding Applications (Fall only)	2	
SPRING SEMESTER		
CSM 2240 Office Management (Spring only)		3
CSO 1202 Microsoft Windows (Spring only)		2
CSP 1231 Adv Keyboarding/Document Formatting (Spring only)		3
CSP 2203 Microsoft Office Professional II		3
SDT 1203 Job Seeking Skills		1
SPH 1204 Oral Communication Skills for Business, Industry & Technology (Spring only)		3
Year Total:	14	15

Total Credit Hours:	29

For additional information please consult any counselor at (815) 224-0360 or (michelle_story@ivcc.edu)michelle_story@ivcc.edu (815) 224-0441. This curriculum, leading to a certificate, is designed to prepare personnel for entry into general office positions requiring proficiency in document preparation, filing, word processing, spreadsheets, database, and presentation software. Students are strongly encouraged to complete the required courses in the order they are listed above. Some coursers may be available only at night or online.

Proficiency exams are available for CSP 1230, CSP 1203, CSO 1202 and CSN 1200. Contact the Workforce Development Division at 815-224-0409 or sandy_beard@ivcc.edu or speak with a counselor about the available proficiency exams. Proficiency Exam Study Guides are available at https://www.ivcc.edu/assessment.   Course outline provides course description, working outcomes and related competencies.

*Pending ICCB approval for credit hour change.

2/6/17

United States Department of Education's Gainful Employment Disclosure

Business Technology II Certificate

 WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of individual courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
BUS 1010 Introduction To Business	3	
BUS 1230 Math for Business & Finance	3	
CSN 1200 Using Internet and The World Wide Web	3	
CSP 1203 Microsoft Office Professional I	3	
CSP 1230 Computer Keyboarding Applications (Fall only)	2	
SPRING SEMESTER		
CSM 2240 Office Management (Spring only)		3
CSO 1202 Microsoft Windows (Spring only)		2
CSP 1231 Adv Keyboarding/Document Formatting (Spring only)		3
CSP 2203 Microsoft Office Professional II		3
SDT 1203 Job Seeking Skills		1
SPH 1204 Oral Communication Skills for Business, Industry & Technology (Spring only)		3
Year Total:	14	15

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1210 Fundamentals of Accounting	3	
CSM 1209 Management Information Systems (Fall only)	3	
CSP 2204 Microsoft Office Professional III (Fall only)	3	
ECN 1202 Fundamentals of Economics	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
Year Total:	15	

Total Credit Hours:		44

For additional information please consult any counselor at (815) 224-0360 or michelle_story@ivcc.edu (815) 224-0441.

This curriculum, leading to a certificate, is designed to prepare personnel for entry into general office positions requiring basic computer troubleshooting skills in addition to proficiency in document preparation, bookkeeping, word processing, spreadsheets, databases, and presentation software. Students are strongly encouraged to complete the required courses in the order they are listed above. Some courses may be available only at night or online.

Proficiency exams are available for CSP 1230, CSP 1203, CSO 1202 and CSN 1200. Contact the Workforce Development Division at 815-224-0409 or sandy_beard@ivcc.edu or speak with a counselor about the available proficiency exams. Proficiency Exam Study Guides are available at https://www.ivcc.edu/assessment.   Course outline provides course description, working outcomes and related competencies.

*Pending ICCB approval for credit hour change.

2/6/17

United States Department of Education's Gainful Employment Disclosure

<table>
<tr><td colspan="2" align="center">***Academic Disciplines***</td></tr>
<tr><td align="right">*COLLEGE NAME:*</td><td>Illinois Valley Community College</td></tr>
<tr><td align="right">*FISCAL YEAR IN REVIEW:*</td><td>2018</td></tr>
<tr><td align="right">*DISCIPLINE AREA:*</td><td>Mathematics</td></tr>
<tr><td colspan="2" align="center">*REVIEW SUMMARY*
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.</td></tr>
<tr><td>**Program Objectives**
What are the objectives/goals of the discipline?</td><td>The program objective is to provide excellent instruction and assessment in all transfer level mathematics courses which result in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for future courses of study.</td></tr>
<tr><td>To what extent are these objectives being achieved?</td><td>The program review indicates that the program objectives are being accomplished. Rates of student success have remained very good over the past five years, with 71.4% of all students taking transfer math courses earning a grade of C or better.</td></tr>
<tr><td>How does this discipline contribute to other fields and the mission of the college?</td><td>Mathematics contributes to numerous future fields of study for students. Examples include mathematics, engineering, business, and medicine. The college mission in part is "to teach those who seek" and the math department continues to fulfill this promise.</td></tr>
<tr><td>**Prior Review Update**
Describe any quality improvements or modifications made since the last review period.</td><td>The mathematics department has played an integral role in the development of fast track math along with the delayed start (14 week offerings) of MTH 1003, College Algebra, and MTH 1008, Statistics. My Math Lab is the platform used for most classes to deliver material and assess student learning. All-in-one calculators such as the TI N SPIRE have been incorporated into some classes.</td></tr>
</table>

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

Indicator 1: Need	**Response**
1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	Illinois Valley Community College is a member of the Illinois Articulation Initiative. All classes are articulated and course outlines are submitted, as requested, to the IAI panels for content review. This ensures that the content is correct and complete for articulation. The college's Curriculum Committee approves all courses prior to their submission to the ICCB. Math faculty routinely meet with IVCC CTE program coordinators to make sure course content meets individual program needs. In addition, program guide sheets are reviewed annually.
1.2 How are students informed or recruited for this program?	The college's Director and Assistant Director of Admissions play a major role in recruitment. In conjunction with faculty, students are recruited with high school visits, college events and activities, and annual publications.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this discipline?	Costs include general classroom instruction software and supplies along with faculty salaries/fringes.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps are taken to ensure minimum enrollment criteria are met for each section to maintain a cost-effective program. Enrollment figures also guide adequate staffing needs. Steps are taken to make sure that overstaffing does not occur.
2.3 Is there a need for additional resources?	None at this time.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 Are there any alternative delivery methods of this discipline? (E.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Some courses are offered in the on-line format and MTH 1003 and MTH 1008 each have a late start 14 week section as part of a Fast Track offering. Summer courses are offered in traditional eight week formats and eight week blended courses have been offered for the first time in the summer of 2018 for MTH 1003 and MTH 1005.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Success rates for different delivery methods are not compared at this time. This will be a consideration for future reports.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The college has a very thorough formal evaluation process in place for all tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluations are included in this effort. Adjunct faculty are evaluated primarily by student evaluation. Classroom observation is done for all new adjuncts and as necessary for more experienced adjuncts.
3.4 How does the discipline identify and support at-risk students?	Placement testing and pre-tests are used in many classes to identify at-risk students as early as possible. Faculty also closely monitor academic performance on assessments which occur early and in the first half of the semester. Support is offered through faculty office hours, a very strong tutoring program, and through the Disability Services Office as needed.
3.5 To what extent is the discipline integrated with other instructional programs and services?	The math program is closely associated with peer tutoring to make sure that students get the extra help they may need. The program also works cooperatively with developmental math and transfer faculty work lab hours to assist students in this area. The faculty also work closely with the Disability Services Office to assist students with special needs.
3.6 What does the discipline or department review when developing or modifying curriculum?	The requirements of the Illinois Articulation Initiative are reviewed. Curriculum is developed as transfer requirements change. An example is the creation of MTH 1009 to meet the math requirements for students pursuing an education degree. Changing requirements for CTE programs are also examined.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Meetings are held to discuss possible reasons for the results. Topics considered might include course delivery methods and assessments, prerequisites and the issues associated with each particular class of students. Additional services, such as tutoring, are also discussed. Faculty implement methods such as early assessment, required office hour visits, and the scheduling of tutors as needed.
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.	

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MTH 1000 MTH 1003 MTH 1004 MTH 1005 MTH 1006 MTH 1007 MTH 1008 MTH 1009 MTH 1010 MTH 1011 MTH 1206 MTH 1216 MTH 2001 MTH 2002 MTH 2003 MTH 2007				
COURSE DESCRIPTION	MTH-1000 - Math for Liberal Arts MTH-1003 - College Algebra MTH-1004 - Trigonometry MTH-1005 – Pre-calculus MTH-1006 - Finite Mathematics MTH-1007 - Calculus for Bus. & Soc. Sci. MTH-1008 - General Elementary Statistics MTH-1009 - Structure of Number Systems I MTH-1010 - Structure of Number Systems II MTH-1011 - Dimensions Math Understanding MTH-1206 - Technical Mathematics I MTH-1216 - Technical Mathematics II MTH-2001 - Calculus & Analytic Geom I MTH-2002 - Calculus & Analytic Geom II MTH-2003 - Calculus & Analytic Geom III MTH-2007 - Differential Equations				
	YEAR 1 - FY13	*YEAR 2 - FY14*	*YEAR 3 – FY15*	*YEAR 4 – FY16*	*YEAR 5 – FY17*
NUMBER OF STUDENTS ENROLLED MTH 1000 MTH 1003 MTH 1004 MTH 1005	108 140 16 52	81 196 29 91	88 186 30 69	83 180 40 59	83 218 58 72

MTH 1006	16	15	11	24	23
MTH 1007	43	66	64	57	64
MTH 1008	308	329	367	341	325
MTH 1009	26	28	10	11	19
MTH 1010	48	32	32	45	35
MTH 1011	8	13	0	0	0
MTH 1206	75	75	71	66	72
MTH 1216	2	3	4	1	0
MTH 2001	123	142	136	116	128
MTH 2002	60	72	76	64	49
MTH 2003	16	10	23	24	18
MTH 2007	10	10	12	18	11
CREDIT HOURS PRODUCED					
MTH 1000	324	243	264	249	249
MTH 1003	560	784	744	720	872
MTH 1004	48	87	90	120	174
MTH 1005	260	455	345	295	360
MTH 1006	64	60	44	96	92
MTH 1007	172	264	256	228	256
MTH 1008	924	987	1101	1023	975
MTH 1009	78	84	30	33	57
MTH 1010	144	96	96	135	105
MTH 1011	24	39	0	0	0
MTH 1206	225	225	213	198	216
MTH 1216	4	6	8	2	0
MTH 2001	615	710	680	580	640
MTH 2002	240	288	304	256	196
MTH 2003	64	40	92	96	72
MTH 2007	30	30	36	54	33
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
MTH 1000	69.77	71.28	75.76	76.34	72.83
MTH 1003	52.66	61.60	60.36	72.56	72.13
MTH 1004	54.17	93.33	93.55	71.74	85.71
MTH 1005	64.06	66.96	62.92	75.36	72.84
MTH 1006	60.00	82.35	100.00	84.00	88.00
MTH 1007	66.00	76.81	65.00	60.00	62.65
MTH 1008	68.21	67.83	73.76	74.04	68.55
MTH 1009	84.62	76.47	90.00	100.00	71.43
MTH 1010	81.13	82.86	82.86	91.30	70.27
MTH 1011	100.00	85.71	0.00	0.00	0.00

MTH 1206	70.45	66.29	64.71	64.20	71.43
MTH 1216	66.67	66.67	100.00	100.00	0.00
MTH 2001	74.47	79.87	79.33	70.42	74.66
MTH 2002	82.81	83.12	90.00	80.28	79.63
MTH 2003	77.78	81.82	75.86	85.19	85.00
MTH 2007	83.33	72.73	69.23	94.44	91.67
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS) MTH 1000 MTH 1006 MTH 1007 MTH 1008 MTH 1010 MTH 2001 MTH 2002 MTH 2003	M1 904 M1 906 M1 900-B M1 902 M1 903 M1 900-1 M1 900-2 M1 900-3	M1 904 M1 906 M1 900-B M1 902 M1 903 M1 900-1 M1 900-2 M1 900-3	M1 904 M1 906 M1 900-B M1 902 M1 903 M1 900-1 M1 900-2 M1 900-3	M1 904 M1 906 M1 900-B M1 902 M1 903 M1 900-1 M1 900-2 M1 900-3	M1 904 M1 906 M1 900-B M1 902 M1 903 M1 900-1 M1 900-2 M1 900-3
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Student success in the mathematics courses has remained solid. Course offerings meet the needs of students studying a variety of disciplines in the CTE and transfer options. Overall analysis of success rates indicates a relatively high level of performance across all courses. As mentioned previously, 71.4% of students pass IVCC math courses with a grade of C or better.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Only aggregate data was used during the program review process.				
WERE THERE GAPS IN DEMOGRAPHIC DATA? PLEASE EXPLAIN.	Gaps in the data include: • Male, female • Ethnicity • Age • Previous education • Student Goals • Full/Part time student • Economic disadvantage • Academic disadvantage • Total student cost of the AAS program Future reports need to include above information in order to understand the student population and costs associated with the program.				

ACADEMIC COURSE REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. A detailed review will take place at the end of the 2018 summer session to determine the effectiveness and success of the blended offerings. 2. The faculty will continue to work with the developmental math faculty as transitional math courses are offered for district high schools. 3. A need exists to deepen the pool of transfer adjuncts, especially for summer courses. All of these action steps will be accomplished during the 2018/2019 academic year.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The Illinois Valley Community College Transfer Math Department continues to meet the needs of its students with a strong curriculum and faculty. Success rates of students have been very good. The PWR Act will result in changes in enrollments as more students will move directly into transfer level math. This will result in increased classroom staffing needs. Faculty will continue to review and make necessary curriculum modifications as needed.
Resources Needed	Additional teachers and the money to pay them will be needed.
Responsibility Who is responsible for completing or implementing the modifications?	The primary responsibility will fall on the math faculty and the Dean of Natural Sciences and Business. Math resides in this division of the college.

Remedial Math	
COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2018
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program/discipline?	The program is designed to remediate students in the discipline of mathematics in order to prepare them for enrollment into and successful completion of transfer level mathematics courses. Each student is entered into the curriculum based upon placement testing. Classroom and individual instruction is designed to meet each student at his/her level of ability.
To what extent are these objectives or goals being achieved?	Program analysis reveals that the objectives are being accomplished. Success rates have steadily risen from FY15 through FY17.
How does this discipline contribute to other fields and the mission of the college?	The college mission is in part to "teach those who seek". Remedial math is fulfilling a need for those students who wish to complete necessary math requirements for a CTE program or transfer degree.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Math 0900 has been changed from a classroom to a lab format in order to better deliver instruction and meet the wide range of student needs and abilities. This course also changed platforms to ALEKS which allows students to better focus on the specific topics in which they are deficient and need remediation. The lab set-up has been changed to allow for individual and small group instruction, mini-lectures, and test review sessions.

REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	Collaboration with transfer math faculty is used to align remedial (developmental) math courses with the skill set required by the faculty for transfer level math courses. As an example, topics presented in intermediate algebra have been reviewed by transfer level faculty to ensure appropriate prerequisite skills are covered and assessed throughout the course. This type of review is regularly done for all remedial courses. A strong supportive academic program exists in that two full-time, highly experienced faculty are each assigned to the lab for a minimum of 30 hours per week. We also have a variety of adjuncts and student tutors available.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Costs include general operating expenditures such as classroom instruction and supplies. Also included would be faculty salaries/fringes.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are paid from the college's Educational Fund. No grants are involved in the funding of the program.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	Not applicable.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Steps are being taken to ensure minimum enrollment criteria are met for each section to maintain a cost-effective program. Enrollment figures also guide adequate staffing needs. Steps are taken to make sure that overstaffing does not occur.
2.5 Are there needs for additional resources? If so, what are they?	None at this time.
Indicator 3: Quality	**Response**
3.1 How is the college working with high schools to reduce remedial needs?	The college is working with district high schools with the new Transitional Math initiative. Successful completion by high school students allows placement directly into college level mathematics courses and reduces the number of students placed into remediation.

3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	All math faculty are working together to develop a redesign of developmental math sequencing of courses into STEM and Non-STEM tracks. This will allow students to finish their developmental math requirements in as a little as one or two semesters.
3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	The sequence is as follows and placement is based on Accuplacer placement scores: MTH0900 – Pre-Algebra, MTH0906 – Basic Algebra, MTH0907 – Intermediate Algebra, MTH0908 – Basic Geometry (MTH0908 is only required for students who did not successfully complete high school geometry and are going into an education or STEM field.)
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	We offer Fast Track to College Math for students with appropriate Accuplacer scores. This allows for remediation to be completed in a two week period after which students then begin work in College Algebra or Statistics. This allows for the completion of remediation and college level course work in the same semester.
3.5 What innovation has been implemented or brought to this program?	Developmental math courses are primarily delivered in a lab format (Emporium Model). Mini-lectures have been incorporated in all courses.
3.6 To what extent is the program integrated with other instructional programs and services?	The program requires a visit to peer tutoring after two unsuccessful quiz attempts. The program is closely integrated with transfer level math. A close relationship also exists for the benefit of students with the IVCC Disability Services Department.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The Bridging the Gap Initiative with district high schools has allowed for a greater understanding of high school math content and thus a greater understanding of prerequisite knowledge of incoming students. Information gathered resulted in content changes improving the quality of courses offered.
3.8 How well are completers of remedial/developmental courses doing in related college-level courses?	The college has not formally followed remedial students in terms of their actual performance in related college-level courses. The general feeling is that many succeed but this is clearly an identified goal the college will need to pursue. According to NCCBP's January 17, 2018, Report on National Aggregate Data, Form 9 – Credit Developmental Retention, Success, First College-Level, IVCC's Fall 2014 Cohort has a 76.24 percent first-college level math completer success rate,
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The college annually considers and funds professional development activities including professional conferences. The college also has the Center for Excellence, Teaching, Learning, and Assessment, which offers numerous activities /training sessions to all faculty throughout the academic year.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

DATA ANALYSIS FOR REMEDIAL MATH

Please complete for **each course** reviewed as part of the Remedial Math, Cross-Disciplinary Review..
Provide the most recent 5 year longitudinal data available.

COURSE TITLE	MTH 0900 MTH 0906 MTH 0907 MTH 0908				
COURSE DESCRIPTION	MTH 0900 – Pre-Algebra MTH 0906 – Basic Algebra MTH 0907 – Intermediate Algebra MTH 0908 – Basic Geometry				
	YEAR 1 - FY13	*YEAR 2 - FY14*	*YEAR 3 - FY15*	*YEAR 4 - FY16*	*YEAR 5 - FY17*
NUMBER OF STUDENTS ENROLLED MTH 0900 MTH 0906 MTH 0907 MTH 0908	 118 242 411 11	 89 178 419 12	 73 148 301 11	 34 139 254 8	 51 123 279 5
CREDIT HOURS PRODUCED MTH 0900 MTH 0906 MTH 0907 MTH 0908	 354 968 1644 33	 267 712 1676 36	 219 592 1204 33	 102 556 1016 24	 153 492 1116 15
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS MTH 0900 MTH 0906 MTH 0907 MTH 0908	 66.42 48.50 52.17 62.50	 63.73 51.41 56.87 100.00	 54.76 47.50 55.83 91.67	 46.30 48.00 52.14 100.00	 65.15 58.86 56.25 100.00

REVIEW RESULTS

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	IVCC's Developmental Math department continues to meet the needs of its students with a strong curriculum and faculty. Success rates of students have improved over the past couple of years. Modifications in course content keep the curriculum current and relevant. The PWR Act will certainly result in future modifications as it is enacted in the 2019/2020 academic year.
Intended Action Steps Please detail action steps to be completed in the future	1. A program to better track the performance of developmental math students moving to transfer level math courses will be

based on this review with a timeline and/or anticipated dates.	developed. This initiative will begin with the 2018/19 academic year. Completion will be sought within one year's time. 2. Review of course redesign and delivery will continue during the 2018/2019 academic year. 3. The college will continue to work closely with district high schools in the development of transitional math courses during the 2018/2019 academic year.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2018
Review Area:	Learning and Tutoring Centers - Peer Tutoring
Program Summary Please provide a brief summary of the function of the program.	The Peer Tutoring Center provides free tutoring for IVCC students and IVCC district high school students. The Peer Tutoring Center has both peer tutors and professional tutors to serve the needs of the IVCC community. The Peer Tutoring Center provides tutoring for almost all subjects, including biology, chemistry, algebra, calculus, statistics, accounting, and Spanish. The Peer Tutoring Center is physically located in a large space dedicated to academic support, the Learning Commons. In addition to Peer Tutoring, the Learning Commons houses the Writing Center and the Student Help Desk.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	In fall 2017, Peer Tutoring was realigned from the English, Mathematics, and Education division into a new division, Learning Resources. This effort situates all IVCC student academic support services in one division within Academic Affairs. The reorganization was designed and implemented by the Vice President of Academic Affairs who aligned the former Learning Technologies department (distance learning, library, instructional technology) with student support areas (testing, disability services, peer tutoring, and writing tutoring) once aligned within an academic division led by a dean. The new division is led by a director who coordinates services among tutoring, disability services, the library, the testing center, the student help desk, and the teaching and learning center. Within the first 7 months, this organizational structure created opportunities for collaboration among academic support area coordinators. For example, the Writing Center Director had a writing tutor training program. The Peer Tutoring coordinator is in the process of adapting this program to train peer tutors. This alignment also sustains the collaboration among Peer Tutoring, the Writing Center, and Disability Services described in the last review report.

The Peer Tutoring Center coordinator (Campus and Community Tutoring Coordinator) is now a full-time position shared with Adult Education. The coordinator is assigned 32 hours per week to Peer Tutoring coordination and tutoring. The coordinator has a Master of Science in postsecondary and adult education. She has worked full time at IVCC for 18 years, with 17 of those years also including teaching developmental English courses and Adult Education classes part time. She has additional training in Evidence-Based Reading Instruction and Special Learning Needs through her work in the Adult Education Department.

Peer Tutoring now employs both peer and professional tutors. The previous report noted a desire to have "subject-area instructors" as tutors. This model has been achieved. Professional tutors have earned bachelor's degrees or above, many have one or more master's degrees, and several professional tutors have teaching experience in secondary and post-secondary settings. Many of the professional tutors are also teaching as part-time IVCC faculty.

The Learning Commons still has the open space which produces loud echoes, but some of the noise mentioned in the previous report has lessened because a student life space has been built and students do not hang out and socialize in the Learning Commons as much as they did previously. The coordinators of the three academic support areas housed within the Learning Commons have met with the director on a semi-regular basis. These discussions led to facilities improvements in the Peer Tutoring area. There was also an improvement in directional signage to guide students to the Learning Commons for Peer Tutoring.

| What are the identified or potential weaknesses of the program? | One Peer Tutoring Center potential weakness is the hours the center is open. Even though the center is open 43 hours each week during the fall and spring semesters and 34 hours during the summer semester, some students still find it difficult to get to Peer Tutoring because of their class and work schedules. Another weakness is the limited tutoring offered at the Ottawa Center. Currently, only math tutoring is available to students at this site.

An additional potential weakness in Peer Tutoring is that it is sometimes difficult to find specialized tutors for certain subjects (e.g., accounting or CAD). Training for peer tutors in the Peer Tutoring Center also is a weakness. Peer tutors have received minimal training in the past.

Currently, professional tutors who are also part-time faculty are paid an hourly wage determined by their part-time faculty base pay. This puts IVCC's professional tutor hourly pay rate significantly higher as compared to other colleges in the state. While we have no interest in cutting wages, the cost of these wages may become unsustainable.

While having three academic and student support services in one area is beneficial in many ways, the Learning Commons' open space is overwhelming for new users – they do not know where to go or whom to see when they come into the Learning Commons. The space's openness also carries sound easily and thus can be a noisy learning and working environment in spite of everyone's effort to speak quietly. |
|---|---|
| What are the program's strengths? | Peer Tutoring strengths include its professional tutors who are well-versed in multiple subjects and who have excellent abilities to share their knowledge with students. Peer tutors also provide needed assistance in a manner that is conducive to student learning. The free walk-in service is available in multiple subjects throughout the day. Peer Tutoring also participates in Score BIG, a campus-wide effort to raise awareness of academic support services.

The Peer Tutoring coordinator and some of the tutors who also work in the math lab continue to work closely with the math lab faculty. This partnership has afforded developmental math students who earned incompletes to complete their courses after a semester when the regular math lab is closed. |

Rationale Detail all major findings resulting from the current review.	The Peer Tutoring coordinator has now been through just over two major and two summer terms after assuming coordinator responsibilities. Vision and management processes for Peer Tutoring are still forming. Additionally, while the status of the Peer Tutoring coordinator is full time, her time is still shared 8 hours per week with Adult Education. She continues to look for ways to balance the timely demands of both programs. The newly-organized Learning Resources division's vision is also still in the formation stage. The new director had a spring semester to become acclimated. The division team is planning changes and enhancements for the next full academic year. The 2018-2019 year should be a good opportunity for building and organizing a foundation for the function and successes of the new division. Since the last review, student tracking, data collection, and reporting has been limited in the Peer Tutoring area. Based on Peer Tutoring data available, there has been a fluctuation in Peer Tutoring visits in fall and spring semesters. In recent fall semesters, Peer Tutoring has had as many as 5,801 visits but as few as 1,328 visits in one fall semester, although we are not completely confident in the accuracy of the data we have. Data for spring 2017 indicates 480 visits but this information is incomplete; visit data for the first half of the spring 2017 semester is missing. Based on visit data available, visits in FY18 (9,011 visits in fall 2017, spring 2018) increased significantly compared to prior years (1736 in FY17, incomplete; 4465 in FY16). Future plans for designing and implementing more effective, consistent student tracking and data collection processes across the new division should yield better data for future reports.

| **Intended Action Steps**
Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. | *Academic Support Services, Learning Commons*
1. Design, implement, and use effective student tracking, data collection, and reporting processes.
2. Design, implement, and use effective processes to measure student success relative to the use of student academic support services/Peer Tutoring.
3. Look for opportunities to continue to assess and modify physical spaces to offer more opportunities for semi-private tutoring and wayfinding.
4. Take advantage of the rollout of a new college website, planned for fall 2018, to improve the web presence for Peer Tutoring.
5. Expand, as needed and feasible, Peer Tutoring services at the Ottawa Center and online.
6. Plan and implement outreach strategies (web, social media, presentations, word of mouth, referrals, through Score BIG) to promote Peer Tutoring among faculty, students, and the community.
7. Design and implement job descriptions for professional and peer tutors.
8. Plan and implement a recruitment strategy to hire needed, qualified tutors.
9. Sustain or expand the use of faculty as tutors in Peer Tutoring.

Peer Tutoring
1. Implement professional and peer tutor job descriptions.
2. Implement peer tutor training starting with the fall 2018 semester.
3. Assess professional tutor rates and budget.
4. Assess high school and junior high tutoring programs for effectiveness. |

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2018
Review Area:	Learning and Tutoring Centers – Writing Center

Program Summary Please provide a brief summary of the function of the program.	The Writing Center offers free, high-quality writing tutoring for IVCC students through all stages of the writing process in any assignment or course, as well as for common student writing concerns like university applications, scholarship essays, and resumes. The Center also offers help and resources for IVCC faculty.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The Writing Center has sustained or expanded upon services offered, which include: • Traditional tutoring: Offered on main campus and the Ottawa Center, individually or in groups. • Class visits: Requested by faculty to introduce students to the Writing Center or help them with various aspects of academic writing. • English Language Learners conversation partners: A chance for ELL students to practice spoken English in an easygoing, friendly environment. • Quick queries: Email service for brief questions about writing. • Handouts: A library of handouts on writing subjects ranging from documentation of sources to grammar and scholarship essay writing. • Free workshops: Offered on common writing concerns, such as documenting sources or structuring essays. • Online Writing Center: Online help for students enrolled in online courses. • Writers' Workshop: A computer bank for students working in the Center. • Studio sessions: Requested by faculty, functioning as focused group tutoring for a class.

- Assignment consultations: Requested by faculty to review writing assignment instructions and provide suggestions to make assignments more clear, comprehensive, and effective. We also review rubrics, handouts, and any other component of writing assignments.
- Faculty teaching resources: Ancillary teaching materials, such as PowerPoints on APA and MLA styles, that instructors can teach with or post to course managements systems or webpages.
- Stylebook: A guide intended to help students write clear and accurate papers by:
    - Clarifying the shared grading criteria for IVCC's English department
    - Giving a basic overview of the three documentation styles used in IVCC classes
    - Giving a basic overview of how to use sources in an essay

A major Writing Center improvement has been in the tutor training program. In 2013, the training program was loosely organized and not well-structured. Since that time, we spent about three years updating the program according to the College Reading and Learning Association's (CRLA) International Tutor Training Program Certification's standards. The program is now structured and streamlined, with a coherent organizational pattern and a sharp focus on the most current best practices for tutoring. In June of 2018, the IVCC Writing Center was granted authority as a Level One certifying body for the CRLA ITTPC, and because the certification is retroactive for a year, we were able to certify five tutors as Level One CRLA tutors. This credential can transfer with the tutors to other CRLA institutions to which they may apply or transfer. IVCC Writing Center tutors can complete the training in a semester or a year.

The move away from paper tracking for data gathering purposes has been another improvement in the Writing Center. Now, instead of paper tracking, we use AccuTrack. AccuTrack further plays a part in our tutor training program, as it allows us to track the actual number of hours tutored by each employee, a requirement of the CRLA.

At the Ottawa Center, we moved the Writing Center out of the crowded faculty office and into an open computer lab area. The space is larger, with computers for students' use and more space in general. While the set-up is not perfectly ideal, it is a huge improvement from our previous space.

	Finally, we have recently expanded our footprint in the Learning Commons, marking another evolution of the Writing Center. Previously, we had only a central desk, side desk, locker, and handout station, all housed in a corner of the room. Since the schedule notebook and the tutoring space were at the same desk, interruptions during tutoring sessions were frequent. However, our expansion has nearly tripled our space. We are still a somewhat compact area, but are rolling out several new features in the fall. We obtained a dedicated computer bank where students can write and ask brief questions of tutors. We separated the scheduling and sign-in area from the tutoring area, in the hopes of reducing interruptions.
What are the identified or potential weaknesses of the program?	An opportunity to further improve the Writing Center is with the noise and privacy aspect of one-on-one tutoring. It's difficult to strike a balance between privacy and safety in such an open area, and we are constantly aware of and working toward the best compromise with tutors, tutees, and the space itself. The Writing Center also has what could be perceived as a high turnover rate of employees. Due to our hiring requirements, most student tutors cannot be hired until their second year of college, meaning they only work with us for a year or so. New tutors are being hired and trained every semester. Some tutors may stay a bit longer, but a two-year (or longer) stint for a peer tutor is unusual. This is simply due to the community college setting. (However, dual credit students may be an untapped resource for lengthier periods of employment, so we may be exploring that idea soon.) Furthermore, a change in leadership has occurred since our last program review that has reduced the number of full-time faculty who work in the Writing Center. Previously, each semester, a full-time instructor would tutor for six hours a week as part of her or his regular load. A rotation was used to determine who worked during each semester. However, the previous dean retired, and the current dean differs in her approach to staffing, preferring that full-time faculty only work in the Writing Center as overload. This reduces their tutoring presence, and could also impact our numbers, as students will often visit the Writing Center if they know their instructor is working. Because we must often rely on part-time faculty, sometimes even outside of the English department, some of our professional tutors lack English degrees, which, while they are solid tutors, is not preferable.

	The Writing Center Director position is a split faculty position, limited to twelve hours a week during the school year. With more time, the Writing Center could spearhead more campus activities and resources, such as more Writing Across Campus initiatives, but the day-to-day duties and existing goals make carving out time for those endeavors difficult. Our scheduling system also offers an opportunity for improvement, as it is still paper-based. Moving to an electronic system would allow for easier access for all students, and may offer other benefits for data collection purposes. It would also reduce some administrative work for the director, as at the current time, she is the only person in charge of scheduling. Finally, the discussion centering on the Ottawa Writing Center continues. Space is very limited on that campus, and while our new location is better, issues with sharing space are still cropping up. Due to software licensing prices, we are also unable to use AccuTrack at the Ottawa Center, meaning we still rely on paper and Excel to track our visitors. This makes data collection and analysis somewhat tricky.
What are the program's strengths?	The new leadership of our new Learning Resources division is a great strength of the program. With a new vision and the authority to execute changes, the service areas are being reinvigorated all across campus. Before, the Writing Center was housed in the English department, which, while having some advantages, also limited the power of the Writing Center to institute changes and improvements. The placement within the new division allows for better connections between all service areas of the college, and coordinated activities, such as Score BIG, are being used to reach out to students and improve our services. The new tutor training program is another strength of the Writing Center program. The CRLA-ITTPC certification is already generating interest from the community and the campus. It could serve as a promotional tool for recruiting excellent tutoring prospects, and also ensures our tutors are well-versed in the best practices for effective tutoring. The progression of training modules is coherent, moving trainees along the spectrum from novice tutor to experienced campus leader. An added benefit is the sense of

community and belonging it fosters between student tutors, adjunct faculty, professional tutors, full-time faculty tutors, and the campus on which we all work—a great sense of teamwork and camaraderie.

The Writing Center is also fortunate to draw upon a strong base of existing resources. While we always look ahead for the best new ways to serve students, we also stand ready to offer excellent assistance to faculty and staff. The *IVCC Stylebook*, our website (www.ivcc.edu/writingcenter), our extensive collection of handouts, our membership to the CRLA and International Writing Centers Association, and our Writing Center library are particularly useful. With this strong groundwork already laid, the Writing Center is free to evolve.

Having a highly-qualified Writing Center Director is another positive aspect of the program. She has thirteen years of teaching experience, eleven at the college and university level, and possesses a Master's Degree in English. Because she teaches writing classes at the college, she stays current in the field of academic writing and fresh on the concerns and needs of current students. Teaching composition courses also allows her to personally recruit outstanding writers to work as tutors, which is how many student tutors have been hired over her nearly five-year tenure. Her familiarity with the CRLA's ITTPC program also provided a pathway to that certification. As a faculty member, she stays connected to the English department and in contact with her colleagues, meaning the Writing Center is able to quickly respond to concerns or needs within the department. For example, during the 2016 update to the MLA portion of the *IVCC Stylebook*, the director worked closely with English faculty colleagues to tackle the significant revision at hand.

Finally, our program enjoys robust support and promotion among faculty. There is a strong sense on campus that students get excellent help in the Writing Center, with faculty often reporting anecdotal stories about the improvements seen in specific assignments after students visit the Writing Center. Good word of mouth and knowledge about our location and services means students are referred to us from all over campus, not just writing classes. We are often tapped to provide presentations for different campus stakeholders, such as the workshop on scholarship essay writing for prospective students we presented for the Admissions and Records department last

	year. The Writing Center works hard to earn that confidence, and we will continue to do so.
Rationale Detail all major findings resulting from the current review.	This Writing Center director position is still filled by a full-time faculty member with release time for Writing Center coordination and tutoring. From a program management perspective, the Writing Center is well established and managed well. However, the director has a grander vision for what the Center can offer. The newly-organized Learning Resources division's vision is also still in the formation stage. The new director had a spring semester to become acclimated. The division team is planning changes and enhancements for the next full academic year. The 2018-2019 year should be a good opportunity for building and organizing a foundation for the function and successes of the new division. Visits to the Writing Center were highest in FY17 among the past 5 years. Data for FY14 was incomplete due to a medical leave of the director. Writing tutoring at the Ottawa Center was added in spring 2014 and, in spring 2017, the director began offering online consultation to students in online classes. Future plans for designing and implementing more effective, consistent student tracking and data collection processes across the new division should yield better data for future reports.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	***Academic Support Services, Learning Commons*** 1. Design, implement, and use effective student tracking, data collection, and reporting processes. 2. Design, implement, and use effective processes to measure student success relative to the use of student academic support services/Writing Center. 3. Look for opportunities to continue to assess and modify physical spaces to offer more opportunities for semi-private tutoring and wayfinding. 4. Take advantage of the rollout of a new college website, planned for fall 2018, to improve the web presence for the Writing Center. 5. Expand, as needed and feasible, Writing Center services at the Ottawa Center and online. 6. Plan and implement outreach strategies (web, social media, presentations, word of mouth, referrals, through Score BIG) to promote the Writing Center among faculty, students, and the community. 7. Design and implement job descriptions for professional and peer tutors. 8. Plan and implement a recruitment strategy to hire needed, qualified tutors. 9. Sustain or expand the use of faculty as tutors. ***Writing Center*** 1. Implement processes to maintain CRLA certification 2. Implement changes for Studio and Workshop models of tutoring in the Center **3.** Expand access to online writing tutoring and support services

<table>
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<tr>
<td align="right">College Name:</td>
<td>Illinois Valley Community College</td>
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<tr>
<td align="right">Fiscal Year in Review:</td>
<td>2018</td>
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<tr>
<td align="right">Review Area:</td>
<td>Career Center and Job Placement</td>
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<tr>
<td valign="top">Program Summary
Please provide a brief summary of the function of the program.</td>
<td>Career Services specializes in assisting students, alumni and college district residents with career decision making, career planning and job search. Individual appointments are available for career guidance and to instruct and advise clients on the job search process, including resume and cover letter writing and interviewing skills.

Workshops and classroom visits are held throughout the academic year offering topics related to the job search, such as Resume Writing, Cover Letters, Interviewing Skills, and Career Decision Making.

In addition, Career Services is responsible for administering two major events: the student-employer etiquette dinner in the Fall and the annual Job Fair in the Spring.

Student Etiquette Dinner
The annual Etiquette Dinner promotes individualized networking among IVCC students, faculty, and local employers. Its purpose is to provide IVCC students the opportunity to learn about exhibiting appropriate etiquette and communication skills within a professional environment over a four course meal.

Job Fair
The annual Job Fair offers opportunities from an average of over 50 employers and is available to all IVCC students, alumni and college district residents. This major event, held in April of each year, provides an opportunity for job seekers to meet a variety of employers face-to-face in one setting.

Internships
Career Services works collaboratively with Academic Program Coordinators and serves as a resource to students who are seeking an internship opportunity. Assistance may include internship forms and resources to find information about internships available.</td>
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	Labor Market Information Employment wages, projections, as well as state and regional data, are available through the Career Services website. Career Services can assist individuals with locating and understanding the information as it relates to making career decisions. **Career Assessments** Personality and interest inventories are to aid in the decision-making process and in selecting educational programs. Our on-line career assessment and exploration tool, CareerCruising.com, provides an individualized assessment utilizing career matcher software and occupational information. CareerCruising.com may be accessed via the internet from school or home and is our most valuable and used career decision-making tool.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last review period, the department restructured and was reduced to one full-time employee, with some clerical support functions supported by the Administrative Assistant for Student Services. The employee's job title was modified to "Career and Student Services Associate" and the job description was updated to appropriately reflect and support the departmental changes. Said modification is largely a result of the combination of departmental employee attrition and financial constraints. The Career Services department also added coordinating the administration of a Long-Term Healthcare Career Fair to its list of responsibilities since the last review period. With healthcare being such a large employer within the IVCC's local workforce area, it made sense to develop additional employment networking opportunities for Certified Nursing Assistant and Licensed Practical Nursing students.

What are the identified or potential weaknesses of the program?	• Career Services utilizes College Central Network (CCN), an electronic job search/posting system. Employers can utilize CCN by posting open positions, which job seekers can then review and decide whether or not to apply for. There is room for improvement in terms of student usage of the CCN. It has not been adopted as widely by students as it has by employers. A concern related to this is that if local employers begin to lose sight of the value of the tool due to lack of adoption by students, they too may also begin to utilize it less frequently. • While not impossible to operate efficiently as a one employee department, it can present its challenges in terms of office coverage.
What are the program's strengths?	The department is often recognized for its ability to provide individualized attention to students and employers. It has also shown the ability to rise to the demands of local industry and provide networking opportunities for students, alumni, community members, and employers. Students routinely commend the department for its ability to assist not only with the job search process, but also providing "mock" experiences, such as practice interviews. The department has also proven to be adept at pulling useful reports and information from the CCN that help shape and support the core functions of the College.
Rationale Detail all major findings resulting from the current review.	One major finding has been a lack of office coverage and, thus, intermittent periods of unavailable services. While some clerical support is provided by an adjoining department, additional office coverage is needed in times when the Career & Student Services Associate is away from her desk, attending meetings or out of the office. In that regard, clerical support in the form of student employment has been planned for in fiscal year 2019. Another finding is that additional promotion and marketing is necessary to build awareness and interest of student usage of the CCN. This is an extremely valuable tool that is largely underutilized by students.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	A student employee will be hired by the department by September of 2018. This will assist the department with office coverage as well as event planning and administration. Together with the Associate Vice President for Student Services, the Career & Student Services Associate will develop a marketing and awareness plan of the services the department offers, including, but not limited to, promoting student usage of the CCN and building awareness of departmental events.