

Fiscal Year 2022

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board



Illinois Valley Community College

District 513
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Program Review Cover Page	
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District Number	513
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Academic Years Reviewed:	2016-2021
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Academic Disciplines – Communications	2
Student and Academic Support Services – Admissions, Registration, and Records	17
Cross-Disciplinary Instruction – English Language Acquisition	21
Career and Technical Education – Computer Networking (CSN)	26
Career and Technical Education – Criminal Justice (CRJ)	41
Career and Technical Education – Cybersecurity (CSC)	52
Career and Technical Education – Electrical Construction and Industrial Electrician (EET)	66
Career and Technical Education – Electronics and Electricians Technician (ELE)	81

Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	2016-2021
Discipline Area:	Communications
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.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<p>English (ENG 1001 and 1002):</p> <ul style="list-style-type: none"> • To apply analytical and problem-solving skills to personal, social, and professional issues and situations. • To communicate successfully, both orally and in writing, to a variety of audiences. • To understand and use technology effectively and to understand its impact on the individual and society. <p>Journalism (JRN 1001):</p> <ul style="list-style-type: none"> • To apply analytical and problem-solving skills to personal, social, and professional issues and situations. • To communicate orally and in writing, socially and interpersonally. • To work and study effectively both individually and in collaboration with others. <p>Speech (SPH 1001):</p> <ul style="list-style-type: none"> • To apply analytical and problem-solving skills to personal, social, and professional issues and situations. • To communicate successfully, both orally and in writing, to a variety of audiences. • To construct a critical awareness of and appreciate diversity. <p>During the period of this review, IVCC transitioned from eight General Educational Goals to four Institutional Learning Outcomes (ILOs). From Fall 2016 to Spring 2019, English, Journalism, and Speech courses were aligned to the Communication Gen Ed Goal, which included the following specific learning goals:</p> <ul style="list-style-type: none"> • Apply analytical and problem-solving skills to personal, social, and professional issues and situations. • Communicate successfully, both orally and in writing, to a variety of audiences. <p>A few courses (such as Intercultural Communication) were also mapped to the Global Awareness Gen Ed Goal, which was</p>

	<p>defined as constructing a critical awareness and appreciation of diversity.</p> <p>Since Fall 2020, English, Journalism, and Speech courses have been aligned to the college’s Institutional Learning Outcome (ILO) for Communication, which is defined as proficiency in communicating to or with a specific audience, demonstrating purpose and organization, and synthesizing and supporting ideas.</p>
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>Student success levels for Communications are very good, with well over a majority of students achieving a “C” or better. On average over the last five years, 83.73 percent passed with a “C” or better in ENG 1001, 86.32 percent in ENG 1002, 90.9 percent in JRN 1001, and 95.2 percent in SPH 1001.</p> <p>As far as assessment data, students have been demonstrating “proficiency” in Communication, which is defined as 70% or above, both in the previous General Education Goals and in the four new Institutional Learning Outcomes (ILOs): Communication, Inquiry, Social Consciousness, and Responsibility.</p> <p>The General Education Goals for Communications was assessed Fall 2016 to Spring 2019. Rates of “proficiency” were: 76% in 16/FA, 85% in 17/SP, 7% in 17/FA, 46% in 18/SP, 56% in 18/FA, and 71% in 19/SP. Due to a change in assessment leadership in 2017-2018, data was not collected accurately, thereby leading to the low proficiency scores for 17/FA and 18/.</p> <p>Since Fall 2020, assessments have measured ILO #1 - Communication. Assessments focus on three specific outcomes and have the following rates of proficiency:</p> <ul style="list-style-type: none"> • Audience: 20/FA 82%, 21/SP 87%, 21/FA 94% • Organization: 20/FA 84%, 21/SP 77%, 21/FA 93% • Synthesis: 21/FA 73%, 21/SP 75%, 21/FA 90% <p>Overall, course completion data and assessment data are showing that students are successful in Communications courses.</p>
<p>How does this discipline contribute to other fields and the mission of the college, including addressing the college’s vision for equitable access for students?</p>	<p>English and Speech are core courses in the college’s Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs. Other courses in English, Journalism, and Speech provide students elective credits for their program, and some of these courses are approved for IAI transfer credit. Many students who concentrate their studies in English, Journalism, or Speech also</p>

	<p>tend to major in Education or the Fine Arts at the university level.</p> <p>Almost all faculty in English, Journalism, and Speech teach in more than one subject area, including Literature, Film, Gender Studies, and Theater, and they serve on committees and student clubs throughout the college. Many faculty also teach dual credit courses, and they are active members of the local community and their professional academic organizations.</p> <p>Journalism offers a full tuition waiver for the editor of the <i>IV Leader</i> student newspaper, and the English department offers several writing awards through the Paul Simon and the Richard Publow Memorial awards.</p> <p>Many faculty serve on the Diversity, Equity, and Inclusion Committee, the Faculty Development Committee, the Assessment Committee, and the Distance Learning Committee, and they promote access and equity through this work.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Since the last review in Communications:</p> <ul style="list-style-type: none"> • The English, Journalism, and Speech departments were moved to the Humanities, Fine Arts, and Social Sciences (HFAS) division in Fall 2017. • The HFAS division has a new dean as of January 2022. • One full-time English faculty has resigned and one has retired. • Course offerings in English have been reduced considerably because of declining enrollments, the Covid pandemic, and faculty availability. • The college is offering more dual credit and online classes. • Faculty have strengthened their online teaching and technology skills as a result of remote teaching/work during the Covid pandemic. • Faculty have become more attentive to students' emotional and psychological needs as a result of the Covid pandemic. • IVCC has revised its Institutional Learning Outcomes. Master Course Outlines in English, Speech, and Journalism will be updated to reflect the new outcomes and learning modalities (online and virtual class meetings).
<p>REVIEW ANALYSIS</p> <p>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.</p>	
Indicator 1: Need	Response
1.1 What mechanisms are in place to determine programmatic	As content experts, faculty are provided professional development to remain current in their fields. If faculty find

<p>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?</p>	<p>that new substantive changes are warranted, they are expected to update the program's content by bringing their proposals for change to the Curriculum Committee for review and approval. Course changes may be minor, such as the change of course prerequisites, or more extensive, such as the development of new courses within the program.</p> <p>Faculty and deans also review student completion rates for individual courses, and the Assessment and Curriculum Committees regularly host workshops during faculty development days to help faculty update course outlines and syllabi and reflect on assessment data. These data reviews can help determine if changes are warranted.</p>
<p>1.2 How are students informed or recruited for this program?</p>	<p>Students are not recruited specifically for English, Journalism, nor Speech, though existing students are recruited for the <i>IV Leader</i> student newspaper and related student organizations. Faculty and the dean participate in general college recruiting events, such as Explore IVCC and Career Expo Day. They also participate in recruiting visits to local high schools. Admissions and Community Relations often advertise on traditional and social media platforms. Students can also visit the college for an individual campus tour.</p> <p>Students meet with counselors each semester for advising on transfer courses and course schedules, and they are provided with a Program Guide sheet (which is also published on the IVCC website). Dual credit students often meet with the IVCC Dual Credit Coordinator for courses in these disciplines, and many high schools provide advising about dual credit English and Speech courses through their Guidance Counselor's Office.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>No new transfer degrees/majors have been added.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Twelve courses are currently offered in Communications. ENG-1001, ENG-1002, and SPH-1001 have the highest enrollment. Ten to twenty course sections are offered each semester in a variety of modalities (in-person, online, dual credit).</p> <p>English ENG-1001 English Composition I ENG-1002 English Composition II ENG-1003 Creating Writing Workshop ENG-1205 Written Communication Skills for Business, Industry, and Technology ENG-2000 Technical and Business Writing</p>

	<p>Journalism JRN-1001 Introduction to Mass Communication JRN-1002 News Writing JRN-1003 Advanced Reporting JRN-2000 Journalism/Communications Internship</p> <p>Speech SPH-1001 Fundamentals of Speech SPH-1003 Intercultural Communication SPH-1204 Oral Communication Skills for Business, Industry, and Technology</p>
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	<p>The major direct costs are salaries for faculty, classroom teaching supplies, and professional memberships. Other operational costs include faculty professional development (each full-time faculty member faculty has \$1,000 per year), software licenses for Journalism courses (e.g., Adobe InDesign and Camtasia), stipends to dual credit faculty who participate in assessment of student learning, and travel reimbursement for dual credit faculty.</p> <p>Operational expenses for software, professional development, and memberships are based on the college’s FTE and on nationwide rates for travel reimbursement, conference attendance, and professional membership.</p> <p>Journalism also manages the <i>IV Leader</i> student newspaper, and the student editor receives a full tuition waiver.</p> <p>The highest number of faculty during this review period was 11 full-time and 2 part-time faculty. Currently, there are 9 full-time tenured faculty (with salaries ranging from \$50,000 to over \$90,000), 1 part-time faculty, and 8 dual credit faculty. Almost all full-time faculty teach in more than one discipline, including Literature, Film, Gender Studies, and Theater.</p>
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>The college has experienced an enrollment decline, particularly during the Covid pandemic. As a result, the number of courses sections have reduced to reflect the enrollment need. The college will soon be investing in software (Coursedog) for a Master Course Schedule, and the academic divisions are in the initial phase of evaluating when courses are offered. The Master Course Schedule should help the divisions identify best days/times to offer courses and prevent low-enrolled course sections. This will help reduce faculty and supply costs.</p>
2.3 Is there a need for additional resources?	<p>English and Journalism have sufficient staff and resources. Additional dual credit faculty are needed to teach dual credit Speech courses at district high schools.</p>

INDICATOR 3: QUALITY	RESPONSE
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	IVCC offers courses in a variety of formats: in-person, hybrid, virtual (synchronous online), and asynchronous online. Some courses also offer virtual “flex-attend” Options. Almost all courses in English and Speech are offered both in-person and online each semester. ENG-1001, ENG-1002, and SPH-1001 are also offered as dual credit. During the Covid pandemic, most courses were offered remotely (synchronously) via video-conferencing (Zoom).
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	<p>Yes, the Institutional Research Office provides a Course Success by Delivery Mode Report for each course to the academic deans. Online learning data is reviewed by the Distance Learning Committee and a dual credit data is reviewed by the Dual Credit Committee. Many of these reports are then presented to the college’s Strategic Leadership and Planning Council.</p> <p>Students who meet course placement and prerequisite requirements can register for in-person or online classes as they choose, and they can consult with IVCC counselors and program coordinators for advising on course selection. First-time online students are automatically enrolled in an online orientation, and they have access to the same student support resources on campus, such as academic tutoring, the Library, the Center for Accessibility and Neurodiversity, and more.</p> <p>All students have access to computers and the internet throughout campus. Students can also borrow a laptop and an internet hotspot from IVCC, and the Student Help Desk can provide technical support.</p> <p>IVCC’s Center for Accessibility and Neurodiversity helps ensure equal access for students with learning differences. Individualized accommodations are provided to students based on their learning differences and the barriers that those learning difference create in their classes. Faculty often help facilitate this process by having clear syllabi statements regarding services, announcing those services in class, and making referrals directly to the office. Dual credit students who have an IEP receive accommodations through the high school. Other services on campus, such as Project Success, also provide targeted support to first-generation and low-income students.</p>
3.3 What assessments does the discipline use to measure full-time and adjunct faculty performance in the classroom?	Full-time faculty follow a pre-tenure or post-tenure review process that includes classroom observations by the dean and other faculty, self-evaluations, a portfolio, and the Student Course Feedback survey. In the pre-tenure process, full-time faculty are observed twice in each semester for the first three years. Tenured faculty are observed once every three-year

	<p>cycle. Part-time faculty are also observed by the dean. Students complete the Student Course Feedback survey for all part-time and dual credit faculty. Dual credit faculty who are employed by the high school also follow the high school's teacher review process. Additionally, all faculty submit a copy of the course syllabus to the dean for review.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?</p>	<p>IVCC offers an in-service and a professional development day each semester that is open to all full-time and part-time faculty. Full-time faculty also have access to professional development funds for graduate coursework, conferences, or instructional materials. Part-time faculty participate in an adjunct orientation each semester, and they are invited to all professional development events. Dual credit faculty participate in an annual workshop organized by the Dual Credit Committee; the committee is also in the process of developing a Dual Credit Handbook for dual credit faculty.</p> <p>All full-time and part-time faculty are encouraged to attend monthly division meetings, and full-time faculty in some disciplines organize weekly or monthly department meetings, which can include discussions about teaching strategies and technology tools for online classes. Part-time and dual credit faculty are assigned a faculty liaison.</p> <p>The college's Center for Excellence in Teaching, Learning, and Assessment (CETLA) offers workshops and webinars throughout the year for both full-time and part-time faculty. Many of these sessions during the Covid pandemic have focused on teaching remotely, teaching with technology, and promoting equity and inclusion. Faculty workshops are also regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee; the Assessment Committee; and International Education.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>One full-time, tenured IVCC English faculty serves as the Co-Chair of the General Education Communications Panel, and she serves on the IAI Steering Panel.</p>
<p>3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?</p>	<p>All faculty are encouraged to provide timely feedback on assignments and maintain an updated gradebook on the LMS, and they are required to maintain office hours and submit 10th-day and midterm attendance verification. At-risk students can be identified through these means and through the Retention Alert Form, which can be submitted by faculty for issues related to attendance, participation, missing assignments, low test scores, technology, and other needs. Faculty can also notify counselors or the Dual Credit Coordinator, and refer students to the Tutoring and Writing Center or the Center for Accessibility and Neurodiversity.</p>

	<p>Information about these services is provided at Convocation, through the syllabus, through the LMS, through the college website, and through advertisements on TV monitors on campus. Faculty also inform students about these services at the beginning of the semester and as needed throughout the term. Some faculty invite tutors, librarians, and other support staff to their classrooms, and some courses have embedded librarians who provide instruction and support for specific assignments. Additional outreach is also sent to students who identify as a special population via email, text message, and in-person communication about special population support services such as Project Success.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>ENG-1001, ENG-1002, and SPH-1001 are core courses in the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs at IVCC. Other courses in English, Journalism, and Speech provide students elective credits for their program, and some of these courses are approved for IAI transfer credit. ENG-1205 is also a popular course for students in Career and Technical programs.</p>
<p>3.6 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Courses that are approved for IAI transfer credit are revised when the IAI updates course requirements. In Spring 2022, many course outlines were revised to reflect the college’s new Institutional Learning Outcomes and any new teaching modalities for the course (particularly “online” and “virtual class meetings”).</p> <p>The curriculum is also revised on a regular basis when:</p> <ul style="list-style-type: none"> • a new textbook is adopted; • student deficiencies are identified; • the department sets a goal for a new area of focus; • new technology is incorporated; and • the scholarship of teaching identifies a new approach to the material. <p>Other considerations include student assessment data, comments in the Student Course Feedback Survey, faculty strengths and qualifications, student learning needs, a review of syllabi by the dean, and recommendations for best practices from the Teaching and Learning Committee.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>Retention and success rates are reviewed by individual faculty, the dean, faculty committees, and the IVCC Board of Trustees. The Grade Distribution Report shows success rates in each course section, and comparisons can be made by course modality. Other types of reviews are the faculty classroom observation and the Student Course Feedback Survey.</p>

	IVCC reports disaggregated student data in the IPEDS report, and some committees review specific data about online education or dual credit. Disaggregated data based on specific student populations is reported to the Board every Spring and Fall semester; reports are available on the college's website.
3.10 How does the college determine student success in this discipline?	Student success is determined by earning a grade of C or better as well as the feedback that is found on assessment of student learning.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The experience of teaching remotely during the Covid pandemic exposed disparities in student abilities, faculty qualifications, and class resources related to online education. As a result of this experience, IVCC is being more deliberate about course modalities and student support services. For example, more courses are being offered online and in a blended format, and the college is offering virtual tutoring and advising on a regular basis now.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

There are several challenges:

- The post-Covid educational environment has created a larger demand for online courses, but not all faculty are credentialed to teach online, or their strengths are in traditional classroom instruction. The division has a range of options for course modalities in core courses, and it will explore additional options (including online and dual credit) as the college develops a broader plan for a Master Course Schedule.
- The Teaching and Learning Committee has a "Best Practices in Teaching," which includes recommended standards for the use of technology, course design, and student interactions in online classes. A similar document describes "Syllabus Best Practices." However, these guidelines are voluntary, and the lack of standardized requirements creates inconsistencies among class sessions and class modalities. IVCC will have an opportunity to revisit these best practices as it transitions to a new LMS.
- In Speech, students in online classes had some difficulty in meeting IAI guidelines for recorded speeches. Faculty are now providing additional in-person and online options to help students meet these guidelines.
- English faculty are able to teach in more than one discipline, and this can cause some challenges in staffing courses in all modalities.

PERFORMANCE AND EQUITY

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	ENGLISH
Course Title	ENG-1001 – English Composition I ENG-1002 – English Composition II ENG-1003 – Creative Writing ENG-1205 – Writ Comm Skills for Bus Ind & Tech ENG-2000 – Technical & Business Writing
Course Description	ENG-1001: English Composition I allows the student to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based

	<p>upon their readings of a variety of texts on various topics. The course includes the use of various computer applications, including word-processing and the Internet.</p> <p>ENG-1002: English Composition II continues the study and application of rhetorical principles of expository writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of literature and other texts. The library research writing will be developed from those readings. The course includes the use of various computer applications, including word-processing and the Internet.</p> <p>ENG-1003: An introduction to the techniques and strategies of creative writing, including primarily fiction and poetry, and not excluding creative non-fiction, drama, film scripts, graphic novels, and hypertexts. The course will make use of models from established contemporary writers and allow students to practice the techniques of these writers.</p> <p>ENG-1205: This course focuses on writing for vocational, technical, and business worlds. Designed for students in business, technical, and vocational programs, the writing includes memos, letters, resumes, reports, and other business/technical documents. The course also stresses team building, critical thinking, and problem solving.</p> <p>ENG-2000: Designed for the student in baccalaureate technical and business programs, this course focuses on the types of on-the-job writing encountered in technical, professional, and business areas: short and long report writing in the student's major, as well as other standard practical, technical and business written communication (such as formal letters, professional e-mail, resumes/cover letters, proposals, and instructions).</p>				
	<i>FY17</i>	<i>FY18</i>	<i>FY19</i>	<i>FY20</i>	<i>FY21</i>
Number of Students Enrolled					
ENG-1001	873	844	805	778	635
ENG-1002	690	650	628	593	553
ENG-1003	17	11	7	6	14
ENG-1200	5	0			
ENG-1205	65	56	65	52	54
ENG-2000	10	10	3	11	3
Credit Hours Produced					
ENG-1001	2,619	2,532	2,415	2,334	1,905
ENG-1002	2,070	1,950	1,884	1,779	1,659
ENG-1003	51	33	21	18	42
ENG-1200	10	0			
ENG-1205	195	168	195	156	162

ENG-2000	30	30	9	33	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
ENG-1001	83.82%	83.54%	82.29%	84.39%	84.63%
ENG-1002	87.34%	83.45%	87.88%	89.33%	83.58%
ENG-1003	87.50%	100.00%	100.00%	50.00%	100.00%
ENG-1200	100.00%				
ENG-1205	83.87%	83.33%	90.32%	87.50%	86.96%
ENG-2000	60.00%	77.78%	100.00%	100.00%	100.00%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ENG-1001: C1 900	ENG-1002: C1 901R			
How does the data support the course goals? Elaborate.	The data suggests, overall, students are doing very well within the English discipline, across all available courses. On average, across the previous five years, the student success rate was 83.73 percent in ENG 1001, 86.32 percent in ENG 1002, 87.5 percent in ENG 1003, 100 percent in ENG 1200, 86.4 percent in ENG 1205, and 87.6 percent in ENG 2000.				
What disaggregated data was reviewed?	The disaggregated data was viewed through the lens of grade distribution and demographics (i.e., ethnicity/ race and gender).				
Were there identifiable gaps in the data? Please explain.	There were significant gaps in student success as far ethnicity and a modest gap in student success as far as gender (with females performing slightly better than males). By a much higher percentage, students that identified themselves as white were more likely to receive a "C" or better in all three areas of Communications than students who identified themselves by other ethnic categories (e.g., Hispanic). This is a serious issue that will need to be addressed soon.				
PERFORMANCE AND EQUITY					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	JOURNALISM				
Course Title	JRN-1001 – Into to the Mass Media JRN-1002 – Reporting JRN-1003 – Advanced Reporting JRN-2000 – Journalism/Communications Internship				
Course Description	<p>JRN-1001: A survey of the historical, sociological, economic, political and intellectual contexts of the media. Emphasis on criticisms and challenges to newspapers, magazines, radio, television, and films.</p> <p>JRN-1002: Instruction and practice in the skill of reporting journalistic ethics, and writing copy for the mass media.</p> <p>JRN-1003: This course presents the instruction, practice, and laboratory experience in advanced techniques of reporting; with emphasis on public affairs, interpretations, and investigation. Lecture, two hours a week; laboratory two hours a week.</p>				

	JRN-2000: This course offers the student a practicum experience. Students will work in jobs directly related to their fields of study. This gives the student an opportunity to utilize the principles and skills they have learned in the classroom in real-world situations. Individual students are responsible for contacting a local communications outlet to secure an internship position.				
	<i>FY17</i>	<i>FY18</i>	<i>FY19</i>	<i>FY20</i>	<i>FY21</i>
Number of Students Enrolled					
JRN-1001	25	23	9	15	10
JRN-1002	14	19	12	9	11
JRN-1003	1	3	4	2	1
JRN-2000	0	0	0	0	1
Credit Hours Produced					
JRN-1001	75	69	27	45	30
JRN-1002	42	57	36	27	33
JRN-1003	3	9	12	6	3
JRN-2000	0	0	0	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
JRN-1001	86.96%	81.82%	100.00%	85.71%	100.00%
JRN-1002	100.00%	100.00%	81.82%	100.00%	90.91%
JRN-1003	100.00%	100.00%	100.00%	100.00%	100.00%
JRN-2000					100.00%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	JRN-1001: MC 911	JRN-1002: MC 919			
How does the data support the course goals? Elaborate.	The data suggests, overall, students are doing very well within Journalism, across all available courses. On average, across the previous five years, the student success rate was 90.9 percent in JRN 1001, 94.5 percent in JRN 1002, 100 percent in JRN 1003, and 100 percent in JRN 2000.				
What disaggregated data was reviewed?	The disaggregated data was viewed through the lens of grade distribution and demographics (i.e., ethnicity/ race and gender).				
Were there identifiable gaps in the data? Please explain.	Gender appears to be the primary demographic whereby a small gap exists, in that females had a slightly higher chance of student success than males.				
PERFORMANCE AND EQUITY					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	SPEECH				
Course Title	SPH-1001 – Fundamentals of Speech SPH-1003 – Intercultural Communication SPH-1204 – Oral Communication Skills for Business, Industry, & Technology				
Course Description	SPH-1001: A course in fundamentals of speech in audience situations with emphasis upon development of effective research, organization, and delivery of informative, analytical, and persuasive speeches.				

	<p>SPH-1003: This course examines how culture influences the communication process including values, beliefs, norms, linguistic and nonverbal differences between cultures, cultural bias, ethnocentrism, globalization, and cultural adjustment. Theories of intercultural communication and the practical approaches to communicating more effectively with persons from other cultures will be explored.</p> <p>SPH-1204: This course focuses on the recognition and practical application of speaking, listening and observing skills for the world of work. Designed for students in business, technical, and vocational programs, the course stresses team building, critical thinking and problem solving.</p>				
	<i>FY17</i>	<i>FY18</i>	<i>FY19</i>	<i>FY20</i>	<i>FY21</i>
Number of Students Enrolled					
SPH-1001	809	746	756	717	634
SPH-1003		0	6	8	13
SPH-1204	13	13	13	6	12
Credit Hours Produced					
SPH-1001	2,427	2,238	2,268	2151	1,902
SPH-1003		0	18	24	39
SPH-1204	39	39	39	18	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
SPH-1001	95.81%	96.26%	96.41%	95.38%	92.13%
SPH-1003			100.00%	100.00%	100.00%
SPH-1204	100.00%	100.00%	92.31%	100.00%	100.00%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SPH-1001: C2 900	SPH-1003: MC 904			
How does the data support the course goals? Elaborate.	The data suggests, overall, students are doing very well within the Speech, across all available courses. On average, across the previous five years, the student success rate was 95.2 percent in SPH 1001, 100 percent in SPH 1003, and 98.5 percent in SPH 1204.				
What disaggregated data was reviewed?	The disaggregated data was viewed through the lens of grade distribution and demographics (i.e., ethnicity/ race and gender).				
Were there identifiable gaps in the data? Please explain.	There were significant gaps in student success as far ethnicity and a modest gap in student success as far as gender (with females performing slightly better than males). By a much higher percentage, students that identified themselves as white were more likely to receive a "C" or better in all three areas of Communications than students who identified themselves by other ethnic categories (e.g., Hispanic). This is a serious issue that will need to be addressed soon.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a	In speaking specifically to the barriers/ challenges posed earlier, the following corrective measures are being considered, with timelines included:				

<p>timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> • The division will explore a broader variety of course options (including online, dual credit, and late-start) as the college develops a broader plan for a Master Course Schedule. As part of this plan, some faculty may require additional professional development in online teaching, and some courses may need to be redeveloped on the LMS for online teaching. • As IVCC transitions to a new LMS, faculty will have an opportunity to revisit the college’s best practices in instructional design and syllabus templates. The college may also revise its course development and course review processes for online courses. • Speech faculty will continue to provide additional in-person and online options to help students meet IAI guidelines for speeches in online classes. • The student success rate, as far as ethnicity, needs to be addressed before the next review. While the college has a number of resources in place to address equity, there is still a wide difference between students that are white and students that are not.
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The course outcomes are being met in all three areas of communications (English, Journalism, and Speech). However, the General Education Goals on some syllabi will need to be updated to the new Institutional Learning Outcomes (ILOs). This is currently being implemented on a per-semester basis as courses are added to the schedule.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Equity is always being addressed, particularly as it relates to the services that IVCC provides its students. Examples include the work of the Diversity, Equity, and Inclusion Committee; Project Success; the Center for Accessibility and Neurodiversity; as well as financial support through the IVCC Foundation for low-income, first-generation, veteran, and other students with high financial need. The college also connects students to community and state resources such as health insurance, immigration advocacy, child care assistance, and more.</p> <p>On the academic side, IVCC uses “multiple measures” for course placement in English and Developmental courses and for courses with a reading or writing prerequisite. The multiple measures include SAT/ACT scores, test score on a placement exam, high school GPA, and completion of a developmental course. IVCC has a tentative agreement with one high school for a Transitional English course, which would allow students to transition directly into a college-level course. The use of multiple measures gives students more pathways into for-credit courses.</p>
<p>Rationale Provide a brief summary of the review findings and a</p>	<p>The student success rates across the communications area (ENG, JRN, and SPH) are all very good, ranging anyway between 83.73 percent in ENG 101 to 100 percent across ENG 1200, JRN 1003, JRN 2000, and SPH 1003. This is clearly an indication that students are meeting the</p>

rationale for any future modifications.	outcomes for each course. This is also a testament to the faculty and to the student support services that provided the students.
Resources Needed	No additional resources will be needed other than time and energy.
Responsibility Who is responsible for completing or implementing the modifications?	The responsibility for making the change from General Education Goals to Institutional Learning Outcomes will fall on the faculty within the Communications area, the HFAS dean, and the Curriculum Committee.

Student and Academic Support Services	
<p>Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Illinois Valley Community College
Academic Years Review:	2022 (FY2017-FY2021)
Review Area:	Admissions and Records
<p>Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.</p>	<p>Tom Quigley, Director of Admissions and Records; Aseret Loveland, Assistant Director of Admissions and Records</p>
<p>Mission How does the program/service contribute to the mission of the college?</p>	<p>Illinois Valley Community College provides a high-quality, accessible, and affordable education that inspires individuals and our community to thrive.</p> <p>The Office of Admissions and Records recruits, admits, and registers students into courses.</p> <p>Our aim is to inspire students to take the next step of attending college while maintaining affordability, accessibility, and quality.</p>
<p>Advancement of Equity How does the program/service help advance equity?</p>	<p>IVCC is an open enrollment institution. Therefore, our admission process is without bias towards any individual. Multiple measures, including placement tests, ACT/SAT test scores and high school transcripts, are used for the placement process.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>Our recruitment efforts are vast; from targeting what is known as the “traditionally aged” student at our district high schools to branching out into the communities we serve to attract the “nontraditional” adult student.</p> <p>The recruitment of each of these prospective students has its pros and cons. According to internal data reports, the high school market penetration rate appears to be consistently steady, yet has some area for improvement.</p> <p>The nontraditional adult population will soon realize a positive boost as the college has begun working with CAEL to onboard processes and procedures to assist in allowing IVCC to be an ALFI (Adult Learner Friendly Institution).</p>

<p>Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<ul style="list-style-type: none"> • Manual processing of applications: with IT, Admissions will review a system for online applications to flow directly into our Student Information System. A new CMS will be reviewed in Fall, 2017 by a cross functional team of institutional employees to determine the best path forward for redesigning the IVCC website. • The Strategic Plan for the Office of Admissions, Records, & Transfer Services is currently in draft form. This plan will be shared with the AVP of Student Services in Fall, 2017. <p>We have mapped the online application process to flow directly into the SIS that we utilize and are also currently implementing a new CRM which will host a new online application.</p> <p>The departmental strategic plan has also been updated.</p>
<p>Indicator: Need</p>	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Yes. Admissions and Records is responsible for admitting students and assisting with course registration and record maintenance.</p> <p>The college logs the number of applications received and also the number of registered students to ensure all required elements are met.</p>
<p>1.2 What is the need for this program/service and how does the institution determine need?</p>	<p>Without Admissions support, it would be difficult for students to complete the admission and registration processes.</p> <p>Applying for admission is also the primary vehicle for entering the prospective student into our SIS, which in turns allows for the exchange of information on program and services offered.</p> <p>Without Records support, custodial maintenance of the permanent academic record would not be centralized. Grades would not be able to be processed nor would transcripts be able to be maintained.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Every student flows through the application and registration process when enrolling in courses.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Since every student flows through this process, it is in constant review. Recently, a quality assurance survey about the admission process had been developed and administered to select students, which has provided improvement opportunities, including improvements to the admission application.</p>

Indicator: Cost	
2.1 What are the current expenditures of the department?	Maintenance services, contractual services, office supplies, printing, membership dues, advertising, catering, travel, conference fees, salaries, and benefits.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	This program/service is funded through the General Education fund utilizing a budgeting method that's rooted in the strategic plan.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The Admissions and Records Office measures against the college's strategic plan and the college's core values of Responsibility, Caring, Honesty, Fairness, and Respect.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	All staff are vetted during the interview process. Job descriptions and responsibilities include certain qualifications that must be met.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	The college is implementing a new software CRM called Slate. It will make the students' admissions process easier and more user friendly.
3.4 What are the strengths of this program or service?	<p>Personnel is a strength, as our departmental employees truly care about whom they serve.</p> <p>General knowledge about higher education, community college, and the admission process is also a strength as our department is both the literal and figurative front door of the institution.</p>
3.5 What are the challenges or weaknesses of the program/service?	<p>Enrollment declines in community colleges is something that is not unique to IVCC but certainly a challenge.</p> <p>Retaining part-time employees during the past few years has been a challenge. Anecdotally, the response has been from those who have moved on that they had secured full-time employment elsewhere. In a result to curb this trend and offer a more competitive wage and benefit package, the college has recently paired part-time positions to form more full-time positions in this area.</p>
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The department administers satisfaction surveys to our district high schools and also to those who have utilized our department's services. Staff also participate in internal surveys administered by the college.

3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Implementing Slate, a CRM that will help track data and can be used to implement solutions. This is a tool that has been on our wish list for quite some time and will allow our recruitment staff to be much more efficient when working with potential students.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Primarily applications and enrollment figures compared against budgeted/forecasted credit hours and historical enrollment trends.
3.9 Were there any identifiable equity gaps in the data? Please explain.	n/a
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	By continuing to be available to anyone and everyone and committing to being an open enrollment institution, we feel that providing access is a strength.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	n/a
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.	Implement new CRM which will host our new online application. Vigilance with respect to customer service (ongoing). Investigating automation of some manual processes (ongoing).
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The new CRM will be able to give us more data so we can better address equity gaps were applicable/when appropriate.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Implementation of a quality calendar is a need as some staff members have moved on or will soon move on from IVCC. This will allow for a better continuity in terms of promoting an understanding of departmental procedures and policies. Cross-training is also a need. It is critical that office administrators understand what staff are responsible for (and vice versa). The CRM will allow staff to work more efficiently with potential students and not only improve the student experience, but also their own professional workplace experience.
Resources Needed	CRM consulting firm.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Admissions and Records

English Language Acquisition (Title II- Adult Education and Literacy Program)					
This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.					
College Name:	Illinois Valley Community College				
Academic Years Reviewed:	2016-2021				
Performance and Equity Please complete for the ELA program reviewed.					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	116	153	182	166	79
Number of Completers	50	75	129	95	67
Number of Students in a Bridges course	8	6	15	6	10
Number of Students in an ICAPS course	0	0	0	3	3
Number of Students in Workplace Literacy Training	0	0	0	0	0
Other (Please identify)	0	0	0	0	0
How does the data support the course goals? Elaborate.	Prior to the pandemic, the ELA students were completing the ELA levels and transitioning to Bridge/ICAPS. The data further suggests that the last two years of the pandemic has had a negative impact on the enrollment and completion rates.				
Are there any identifiable gaps? If so, please explain.	The transition courses such as Bridge and ICAPS have fewer numbers due to frequency, intensity, and duration of classes. Our ESL students have other commitments and may not be able to commit to the participation requirements for transition courses.				
What is the college doing to overcome any identifiable gaps?	The college has employed a Special Populations Transition Specialist and provides a resource guide with a list of agencies offering comprehensive support services.				
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	The College has formed a DEI committee made up of administrators, faculty, and staff to address racial equity gaps as well as bringing diverse and equity awareness programming to the institution.				
Review Summary					
Program Objectives What are the objectives/goals of the English Language Acquisition program?	The goals for ELA students would be to complete NRS levels 1-6 over the course of two years.				

To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Pre- and post-testing data measures NRS level gains. A monthly review of the statewide database (DAISI) validates NRS level gains.
How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan ?	IVCC Adult Education works closely with internal and external partners to strengthen the educational pipeline and provide increased access toward comprehensive college and career readiness programming for students in order to transition to a career, post-secondary education, or employment.
How does this discipline contribute to other fields and the mission of the college?	ELA Students move through NRS Levels 1-4 as they acquire the language. NRS levels 5 and 6 students segue into Bridge and ICAPS transition courses.
What gaps were identified as it relates to program need?	The testing tools do not reflect the competencies needed to achieve the program objectives. For some students, lack of background knowledge and experience with formal schooling are another gap.
What additional support is needed to help students transition to post-secondary or employment?	Additional and consistent buy-in from the academic divisions and student services department would enhance students' transition to post-secondary or employment.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	At this time, a budget review reveals that both curriculum and instruction are cost effective.
Discuss how the program strengths will lead to improved student outcomes.	The ELA instructors' wealth of knowledge and experience contributes to the improved student outcomes.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	No prior data are available.
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 ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	WIOA partners meet monthly to identify and provide services where needed and to monitor ELA students' progress through the programs.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	The LWIB collaborates with IVCC to ensure alignment of CTE programming to identify local industry needs.
1.3 Detail how past ELA enrollment trends compare to the index of need.	The past ELA enrollment trends were lower than the numbers reflected in the index of need.

1.4 Detail how Bridge Program enrollment trends compare to the index of need.	The Bridge Program enrollment trends started with an increase in students in conjunction with the index of need although previously the lack of funding and more currently the pandemic have had a negative impact in the enrollment numbers in Bridge Programs.
Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	The cost per student over the years is between \$1,208-\$1,828 per fiscal year.
2.2 How is the college supporting the training portion of an IET for adult education students?	The college is supporting the IET training through both workforce partners and the career services department by offering job shadowing opportunities, workplace training, and internships.
2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	The college provides a first class free to all HSE completers and the Foundation provides a \$500 scholarship to IET students.
2.4 What sources are being utilized in braided funding?	BEST, Inc., Tri-County Opportunities Council, and the IVCC Foundation provide braided funding for IET students.
2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	A consistent WIOA partnership will sustain Bridge and ICAPS programs.
2.6 Are there needs for additional ELA resources? If so, what are they?	Technology funding to support career exploration activities for ELA students would be a priority.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Instructors have a wealth of background knowledge and experience which supports students in achieving their goals. ELA students are strongly committed to their learning goals and objectives.
3.2 What are the potential weaknesses of the program?	Comprehensive support services need to be stronger and more easily accessible.
3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?	The Adult Education program requires lesson plans. In the lesson plans, the Illinois ELA standards being addressed are identified.
3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.	The current ICCB approved ICAPS programs are in healthcare and manufacturing. Several ESL students with degrees in their native countries are successful in the ICAPS courses due to the support class component.
3.5 Detail various instructional delivery methods of this program. (online,	Online, fixed, and open instructional delivery methods are used.

flexible-scheduling, team-teaching, accelerated, etc.)	
3.6 What innovation has been brought to or implemented in the program?	Teacher team meetings occur monthly to share instructional strategies such as Universal Design for Learning. The Language Arts Specialist facilitates team meetings.
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?	WIOA partners are consistently changing relative to workplace needs.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	IACEA conference Teacher Team Meetings ISPCS Forum for Excellence
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	Funding from ICCB to provide ICAPS and seeking additional agencies to participate in braided funding are barriers.
3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?	There is a referral process among WIOA partners to ensure successful transition.
3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.	IACEA conference Teacher Team Meetings ISPCS Forum for Excellence
3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	ELA and transition courses are designed with the common goal to assist the student in using basic skills in the exploration of careers, goal setting, time management, and learning strategies as well as overcoming learning barriers in vocabulary development, critical thinking, and language skills in the classroom.
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	Burlington English Keyboarding Career Cruising Readworks.org and other ELA websites
3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?	ELA students access college services through the Bridge and ICAPS courses.
3.15 How is numeracy covered in the ELA program’s various offerings?	Numeracy is covered in ELA classes through contextualized instruction, specifically in budgeting, banking, and shopping.
3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?	The ELA program is partially funded by the IELCE grant and the components are being addressed through classroom instruction.

List any barriers encountered while implementing the program.	
Funding for transition programs needs to be addressed at the state-level.	
Review Results- Next Steps	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.	The need for ESL services is a necessity for adults to acclimate, find employment, establish a career pathway, and become self-sufficient in a new country. The ELA student is vulnerable and needs comprehensive support services to succeed in a new country. Adult Education Bridge and ICAPS programming along with the necessary braided funding through WIOA partnerships will provide career services and support for transition to post-secondary education with reduced or no-cost to the individuals.
Intended Action Steps Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.	Recruitment will come from the WIOA partners, social service agencies, college programs, community members, and employers. Other announcements through the workforce board and social media will attract individuals to the IET program each semester by focusing on the beginning of each semester and at mid-term to secure enrollment in short- or long-term courses.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	During the pandemic, the program objectives were not being met. At this time, Adult Education is on target to meet program objectives in post-testing, NRS requirements, employment goals, and transitions services. Staff will monitor the DAISI Database monthly and quarterly to check on progress toward goals.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Adult Education is committed to serving adults with limited English proficiency, low-literacy, underrepresented ethnic groups, and students with disabilities. Adult Education provides access in print or online information through brochures, flyers, postcards, mailings, and social media postings in Spanish, which is the predominate language in District 513. In addition, the ADA coordinator is readily available to help learners access support services. These services span from basic referrals to integrated service, comprehensive support, and career readiness.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The director and the program manager are responsible for implementing the modifications.

Career & Technical Education				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	2017-2021			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Network Administration (AAS.CSN)	AAS	60	11.1001	CERT.CSN, CERT.HLP
Computer Networking (CERT.CSN)	Cert	37	11.0901	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)	<p>The objectives of Computer Networking are to prepare students for entry level computer networking careers. The goals of the Computer Networking program are:</p> <ul style="list-style-type: none"> Prepare students to develop, implement, and manage computer networking systems within an organization. Ability to implement best practices solutions for network implementation. Conduct performance balancing and redundancy checks on a local area (LAN) and wide area (WAN) network. Management system migrations and upgrades. Create disaster recovery documentation and manage such issues as network outage control, problem diagnosis and troubleshooting. Understand budgetary constraints and work within the budget to manage the network architecture. <p>Upon completion of this program, students will be prepared to enter the information technology sector as network specialists. Students will be able to develop and implement a structured network utilizing routers, switches, access points, and intrusion detection devices. Students completing the certificate will know how to administer a small, medium, or large network infrastructure including server and node management. Students will be prepared to take the industry recognized CompTIA exams.</p>			

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>The overall success rate for the Computer Networking courses was 78.34% for FY21, 80.26% for FY20, 79.7% for FY19, 85.9% for FY 2018, and 83.5% for FY17.</p> <p>The following assessment methods are being used:</p> <ol style="list-style-type: none"> 1. Observation 2. Students performing tasks or labs successfully 3. Quizzes 4. Discussion with industry and advisory boards. <p>The Computer Networking program takes part in an annual program review that analyzes student outcomes and assessment data. The results are shared and discussed with the advisory committee.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>There were no actions steps outlined during the last review cycle. The last review highlighted a relationship being formed with a new program. The Computer Networking and the new Cybersecurity program have aligned some curriculum since the last review in an attempt to better meet the needs of local and national industry.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Nancy McDonnell – Program Coordinator and IVCC Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President for Academic Affairs Gary Roberts- Vice-President for Academic Affairs Dawn Watson-IR Data Analyst</p> <p>The program coordinator developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.</p> <p>The Dean, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs evaluated the effectiveness of the program related to industry and institutional effectiveness.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory Board- Cybersecurity and Computer Networking</p> <p>Workforce Development uses the discussions with industry stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>

CTE Program Review Analysis	
<p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no prerequisites for entry into the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The AAS degree was adjusted to 60 credit hours since the last review in order to be in line with state guidance.</p> <p>The Computer Networking certificate currently requires 37 credit hours. The courses were chosen and included based on ongoing conversations with local industry and the advisory committee. The college will examine the creation of stackable options. The 12-credit Helpdesk certificate, which stacks into the Cybersecurity certificate, is one course away from stacking into the Computer Networking certificate.</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The data was analyzed for the following SOC codes: 15-1211 Computer Systems Analysts 15-1212 Information Security Analysts 15-1231 Computer Network Support Specialists 15-1232 Computer User Support Specialists 15-1244 Network and Computer Systems Administrators 15-1243 Database Architects</p> <p>Lightcast (EMSI) analyzed the job postings for Illinois for the first half of 2022. There were 32,455 unique job postings for the selected SOC codes.</p> <p>Occupation: Avg. Monthly Posting; Avg. Hires Computer User Support Specialists: 1,351; 961 Computer Systems Analysts: 1,207; 796 Information Security Analysts: 684; 213 Network and Computer Systems Administrators: 508; 295 Database Architects: 435; 53 Administrative Services Managers: 336; 496 Computer Network Support Specialists: 115; 428</p> <p>EMSI 2021.2 projects an increased need for the local 8-county region in the SOC code careers found below: 15-1211 Computer Systems Analysts – 4% 15-1212 Information Security Analysts – 11%</p>

	<p>15-1232 Computer User Support Specialists – 3% 15-1243 Database Architects – 5%</p> <p>There are two exceptions, with Computer Network Support Specialists and Network and Computer Systems Managers, projecting a 2% and 0% in decreased need respectively.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has been increasing every year for computer-based careers.</p> <p>IDES projects the need for computer network support positions to increase by 3.4% in Illinois for the period between 2020 and 2030. Overall, IDES is projecting over 15,000 annual computer occupation openings in Illinois.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The college utilizes data from IDES, EMSI, and the Bureau of Labor Statistics. Data is analyzed and reviewed during program and curriculum decision making, annual internal program reviews, and annual advisory committee meetings.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The Workforce Development faculty and leadership visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual Credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Career Expo to expose middle school and freshman students to careers and to local industry representatives.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college utilizes an annual internal program review process for each program. During the review process, student success, labor market needs, current and past enrollments, and program cost are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>During the review period, it was determined that adding a short-term Helpdesk Certificate would better serve the local industry and the district students. The intention is to mitigate the immediate regional need for computer specialists. The certificate also prepares the participants for the CompTIA A+ credential.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data are reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses associated with holding team-based labs.</p> <p>The costs for the program are very similar to other CTE programs. The majority of the expenditures are for faculty salaries and fringes. The rest is used on student fee reimbursable expenses for computer hardware and software. The reimbursable expenditures are relatively low compared to other CTE programs.</p> <p>Costs are primarily paid from the college’s General Education Fund. The moneys are generated from tuition and lab fees. The Perkins Grant occasionally contributes funds for new equipment or recruiting materials.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The primary cost for the program is associated with faculty salaries. The program uses very little money on other expenses.</p>
<p>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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The college is mindful of the barriers associated with the cost of higher education. Academic Affairs assesses the financial barriers associated with college programming, and makes every effort to utilize affordable curriculum and materials for instruction. The college feels we have struck a balance between cost and best practice. Computer Networking has relatively low fees, which are used for industry recognized software systems such as CompTIA.</p> <p>The courses within the program utilize a lab fee to offset the cost of instructional software. Tuition is \$133 per credit hour. Fees range from \$0-\$65 per course.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p>

	The college also offers several tuition waiver initiatives, such as a free course for students who complete the high school equivalency program, credit for prior learning, and, during FY 2022 and 2023, the college has provided retention and recruitment waivers.																																
2.5 How will the college increase the cost- effectiveness of this program?	The college will continue to examine alternative funding sources for student fee reimbursable expenditures including private and governmental grant opportunities.																																
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No changes were made as a result of the current review. The college will continue to monitor the cost of reimbursable expenses to determine if an adjustment of student fees is necessary.																																
Indicator 3: Quality	Response																																
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	<p>Many of the courses within the Computer Networking program are blended with the intention of creating flexibility for the students in the program. Most of the courses have a lecture lab component. Some courses are still offered in the traditional format. During fiscal year 21, all of the courses transitioned to either online or blended online and virtual.</p> <p>There are many factors that contribute to student success, and it appears that some courses may be better suited for one respective delivery method over another. The college will continue to analyze success data to determine best practices for each course in regard to delivery method. The pandemic increased the usage of alternative delivery methods, but the college believes that more data needs to be collected during the next review cycle due to the unique circumstance that came with the pandemic.</p> <table border="1" data-bbox="748 1293 1398 1873"> <thead> <tr> <th>Course</th> <th>FY 19 % Success</th> <th>FY 20 % Success</th> <th>FY 21 % Success</th> </tr> </thead> <tbody> <tr> <td>CSD 1210 In/person</td> <td>88.9</td> <td>100</td> <td>-</td> </tr> <tr> <td>CSD 1210 Blended</td> <td>-</td> <td>-</td> <td>100</td> </tr> <tr> <td>CSI 1011 In/person</td> <td>70.3</td> <td>84.06</td> <td>-</td> </tr> <tr> <td>CSI 1011 Blended</td> <td>-</td> <td>100</td> <td>73</td> </tr> <tr> <td>CSN 1225 Virtual</td> <td>-</td> <td>-</td> <td>71.7</td> </tr> <tr> <td>CSN 1225 In/person</td> <td>88.9</td> <td>79</td> <td>-</td> </tr> <tr> <td>CSN 1230 In-person</td> <td>88.9</td> <td>100</td> <td>78.4</td> </tr> </tbody> </table>	Course	FY 19 % Success	FY 20 % Success	FY 21 % Success	CSD 1210 In/person	88.9	100	-	CSD 1210 Blended	-	-	100	CSI 1011 In/person	70.3	84.06	-	CSI 1011 Blended	-	100	73	CSN 1225 Virtual	-	-	71.7	CSN 1225 In/person	88.9	79	-	CSN 1230 In-person	88.9	100	78.4
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		CSN 1231 In-person	100	87.4	-
		CSN 1231 Blended	-	-	79.1
		CSN 1234 In-person	83.3	100	-
		CSN 1234 Virtual	-	-	86.8
		CSN 2250 In-person	66.7	100	-
		CSN 2250 Blended	-	-	100
		CSN 2260 In-person	88.9	72.9	-
		CSP 2200 Blended	72	72.9	75.5
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The Computer Networking program takes guidance from the advisory committee and the Teaching and Learning Committee. The advisory members come from diverse industries such as manufacturing, financial, technology, and health sectors of the economy. The Teaching and Learning committee members come from all divisions and have Diversity, Equity, and Inclusion Committee representatives serving on the committee.</p>				
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The program is currently in the development stages for program of study approval. The program is being analyzed and the quality components are being assessed. The goal is to submit the documents to ICCB during the fall 2022 semester for review.</p>				
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>A. The program analyzes and discusses labor market data in order to make informed decisions. The advisory committee meets annually, and they use the data to develop curricular changes. Relevant industry credentials are being incorporated in the program. The program aligns the curriculum with the CompTIA A+ credentials.</p> <p>B. The college is developing stackable credentials for the Computer Networking program. Students can begin with the 12-credit Helpdesk Certificate, move to the 37-credit Computer Networking Certificate, and finish with the Computer Networking AAS Degree. There is currently one additional course needed for the Helpdesk certificate, but the college is working to mitigate that situation.</p>				

	<p>C. All students have the opportunity to work with college advisors to learn about and guide them through college processes. The college has developed a guided process for adult students centered around the Special Populations Transition Specialist. Dual credit students have an opportunity to take part in Career Cruising, the Career Expo, and visit the college to learn about the Computer Networking program and the careers associated with the certificates and degrees. The college has comprehensive student services, including financial aid.</p> <p>D. Work-based learning opportunities have been incorporated in the Computer Networking courses. Students construct wired and wireless networks. Students work in teams to diagnose, create, and solve issues with their networks.</p> <p>E. The program offers multiple entry and exit points, where students can obtain skills to begin entry-level employment.</p> <p>F. The Computer Networking certificate and degree incorporate the CompTIA A+ preparation. The Education For Employment (local area career center) offers IVCC's CompTIA course as dual credit. The stackable nature of the computer programs allows for multiple entry and exit points. Students can cross train without duplication between the Computer Networking program and the Cybersecurity program.</p> <p>G. All CTE programs work with the Continuing Education office to facilitate upskilling opportunities for students already in the workforce. The college provides customized training options as well as credit for prior learning.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The first semester of the Computer Networking program is aligned with the first semester of the Cybersecurity program. Students in both programs take the Introduction to IT professions class. It helps them explore the different careers and the skillsets that are required for each. Students can make an informed decision about their program of study and career ambitions after the first semester without the barrier of additional or overlapping coursework.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>The college offers CSP 2200 CompTIA+ at the Education For Employment (local area career center).</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>There is an internship requirement (CSN-2222 – Computer Networking Internship) for both the Computer Networking certificate and AAS degree. CSN 2222 provides students a real-world hands-on learning experience in the computer technology industry. The student is employed in a local business to perform ITS-related tasks for that company. The student must work 225 hours and be evaluated by both the instructor and the supervisor at the business. Work-based learning is also incorporated in CSP 2200 CompTIA A+ where students work on faculty, staff, and student computers. They perform malware detection and software/hardware updates. Potential work-based sites include:</p> <ul style="list-style-type: none"> • Carus Corporation • Illinois Valley Community Hospital • Hometown National Bank • Financial Plus Credit Union • Connecting Point • Computer Spa • Marquis Energy • Citizens Bank • Test Point II Technologies • LMK Technologies
<p>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).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The students can earn CompTIA A+ Core 1 and Core 2 certifications from the required CSP 2200 course.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no current agreements. The college will continue to pursue transfer options for the Computer programs.</p>

<p>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? What opportunities exist for other partnerships?</p>	<p>The college has been working with the district high schools with the intention of expanding dual credit opportunities. The college will be exploring employer partnerships and possible apprenticeship opportunities.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The college has developed frameworks for recruitment and retention of special populations as defined by Perkins V. During FY2022, the college hired a Special Populations Transition Specialist.</p> <p>Special Populations, as defined by Perkins V, includes adults or traditional students with disabilities, low income, preparing for nontraditional fields, single parents, out of workforce, English Learners, homeless, youth in or aged out of foster care, and youth with parent in the military.</p> <p>The Special Populations Transition Specialist helps students along their educational journey by helping diminish obstacles and connecting students to resources as needed.</p> <p>There is a range of support available to students experiencing barriers to their education. The college has developed relations with many organizations with the goal of helping people succeed. The college also developed a resource guide with information about many of these partnerships. It can be found at the following web address: https://www.ivcc.edu/specialpopulations/IllinoisValleyCommunityResourceGuide.pdf#search=crystal%20credit</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The college hosts two days of professional development annually. There is an interdepartmental committee that develops professional development offerings for the college. The college has also initiated a One, Book, One College initiative. The books are selected with the intention of helping to promote DEI concepts.</p>

<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The labs have been updated twice since the last review. The student computers were replaced both times. During the summer of 2022, two new servers were purchased for the Networking program, and the labs were put on isolated networks. This move allows for the students to operate and practice in a safe environment without the worries of causing issues on the shared college network.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Multiple methods of formative assessment are used to adjust to student learning needs. The students complete work-based labs, and competency-based assessment is used to assess student learning. Classroom assessments including discussion with members of the advisory committee and post-graduation student surveys are used as forms of summative assessment.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Results are shared at least annually during the internal program review process. Results are shared with the advisory committee, and data is used for the purpose of curricular decision making.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>There has been a shift to more work-based and team-based learning. The college is incorporating more industry recognized assessment products such as CompTIA. The assessment of student outcomes helps drive the frequency of exercises and adjustment in the scope of projects.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>Student course feedback surveys are very positive. Several students expressed that the hands-on activities and team-based projects were the biggest reasons for success in the program courses.</p> <p>Students course feedback surveys are collected every other year.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.</p>

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Program Coordinator has developed relationships with many of the local employers such as Carus Corporation, Illinois Valley Community Hospital, Hometown National Bank, Financial Plus Credit Union, Connecting Point, Computer Spa, Citizens Bank, Test Point II Technologies, and LMK Technologies: The Program Coordinator uses the current trends and best practices that are discussed with these local employers. The college is continually adjusting the course and program offerings. An example of an employer-driven decision is the creation of the Helpdesk certificate.
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	Advisory committee members are satisfied with student preparation. Program and course satisfaction are discussed during each advisory meeting. Prior practice involved a partnership with Eastern Arizona College. The longstanding survey is no longer operational. The college is in the process of developing an employer and student satisfaction survey in conjunction with advisory committees.
3.25 What are the program’s strengths?	The students construct networks and learn to diagnose issues. Students experience work-based learning in most of the Computer Networking courses.
3.26 What are the identified or potential weaknesses of the program?	CompTIA A+ is the only credential that students prepare for. Better practice would be to add Network+ or others as an option. The college is currently working on frameworks for employer and graduate satisfaction data collection. This information is essential for program improvement.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality resulted in expediting the process to develop student and employer satisfaction survey frameworks.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Computer Networking				
CIP Code	11.1001, 11.0901				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled					
AAS.CSN	33	26	27	28	26
CERT.CSN	21	21	24	17	16
Number of Completers					
AAS.CSN	7	4	2	3	6
CERT.CSN	3	5	4	1	6

Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>A major goal of the program is to prepare a computer networking workforce. There are some areas where the college could expand our reach to better serve the local and regional workforce. According to the five years of demographic data collected during this review period, the vast majority of the students participating in the Computer Networking program are between the ages of 15 and 24. Nearly all of the students would fall into the 15-29 age range. Students are better distributed among the categories of age in the Computer Networking program than the college at large. Over 50% percent of the students enrolled at the college for all five years of the review cycle fall into the traditional 15-19 age category. For Computer Networking, the range was 25-40 percent traditionally aged students during the same time period. The college could reach a large pool of non-traditional students by age. This move could help fill the gaps in computer career employment.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The number of students completing the program in relation to the number of students that declare it as a program of study is low. This would be appropriate if the students' goals were obtaining a computer career, and they are leaving for a job before acquiring the certificate or degree. Further research in this area could help determine if a smaller or more flexible certificate would be in more alignment with the skillset required to obtain a successful career in Computer Networking.</p> <p>The success rate found for each respective course, in some cases, could be increased. If more students were successful early in the program, more successful candidates would be available for employers. This, along with expanding the college's reach, will better serve the community and the program goals.</p>				

<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>The college has hired a Special Populations Transition Specialist, whose job is to help adult learners through their registration and throughout their college experience. This may help support the demographic of students currently enrolled in the program, as many are not traditional students by age. Continued research is necessary to determine whether students are meeting personal and career goals before they are able to complete a college credential is necessary.</p> <p>The college is also creating a new survey process to better understand how employers and graduates feel about their preparation in the program. This research will also help understand if the students stopped out because they reached a goal or if other barriers were in play.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>According to the five years of demographic data collected during this review period, the vast majority of the students participating in the Computer Networking program are between the ages of 15 and 24. Nearly all of the students would fall into the 15-29 age range. Students are better distributed among the categories of age in the Computer Networking program than the college at large. Over 50% percent of the students enrolled at the college for all five years of the review cycle fall into the traditional 15-19 age category. For Computer Networking, the range was 25-40 percent traditionally aged students during the same time period.</p> <p>There have been more male students participating in the Computer Networking program. The number of Hispanic students that participate in the Computer Networking program is lower than the college at large and the 3-county district surveyed. Black students are minimally participating in the Computer Networking program.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The diversity within the Computer Networking program does not reflect the district population. First of all, the vast majority of students served in the program are male. The Black population in the district has remained at just under 2% for several years. The number of Black students in the program does not reflect the district population.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Overall, students are successfully completing the courses in which they enroll. Employers on the advisory committee are content with the preparation that students receive by completing the program. The biggest improvements that need to be made involve understanding the program attrition. Once the college understands the cause, adjustments</p>

	<p>can be made to address the issues. Some evidence leads toward the conclusion that students are leaving for a related career before program completion. This would leave an opportunity to reduce the number of credit hours in the certificate.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The number of students completing the program’s certificate or degree is low in proportion to the number of students that declare them as a program of study. The college will finish the construction of the student and employer satisfaction surveys in order to help determine whether students are leaving the program for related work once they acquire a skillset or if other barriers exist. The surveys will also help determine if adjustments need to be completed with the certificate to serve the local employers.</p> <p>A modification will be made to align the Helpdesk certificate with the first semester of the Computer Networking program. This will require one course substitution. This change will create a stackable pathway where students could receive two certificates and an Associate degree.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The college will attempt to expand the number of students participating in the program. Directed marketing will be presented to reach the marginalized groups. The program objectives are being met currently, but the number of employees that industry requires is not being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Targeted marketing and supports are being developed and strengthened for special populations as defined by the Career and Technical Education for the 21st Century Act. The college needs to do a better job of reaching and engaging traditionally underserved populations.</p>
<p>Resources Needed</p>	<p>Survey Instrument, Directed Marketing</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Academic Affairs</p>

Career & Technical Education				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	2017-2021			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Criminal Justice (AAS.CRJ)	AAS	60	43.0107	CRJ Cert. Social Justice Cert. & Criminology Cert. started in FY2022
Criminal Justice (CERT.CRJ)	Cert	18	43.0107	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)	The program is designed to provide student success in obtaining knowledge and skills necessary in CRJ field. The program is also designed to provide jobs for certificate and AAS graduates as well as to provide a strong transfer option for those choosing to attend the university. This program is intended for multiple occupations including, but not limited to, emergency management directors, correctional officers and jailers, detectives, police officers, sheriff's patrol officers, private detectives and investigators, lawyers, and security guards. Program goals include the following: 1. To inspire and develop well-educated criminal justice practitioners through a foundation of varied theoretical academic disciplines, coupled with steadfast and evolving empirical knowledge, that will build upon the college's core values of responsibility, caring, honesty, fairness, and respect. 2. To elevate students to the highest level of sensitivity toward the ills of society, while realizing the human equation in every aspect of the criminal justice system, to include ethical standards beyond reproach, and respect for all persons served, regardless of race, ethnicity, gender, or social class. 3. To cultivate an environment that develops a deeper understanding of social issues through theoretical and practical approaches that will ignite creative and critical thinking.			

	<p>4. To produce future criminal justice professionals that will never cease self-reflection and exploration within their chosen professions in order to continuously evolve the criminal justice system and process for the betterment of all persons for which they shall serve.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program analysis reveals that the objectives are being accomplished. Ninety-four students have obtained a certificate and/or AAS degree over a 5-year period. A similar number have chosen the transfer option. The program has a successful course completion rate of around 85% with students earning grades of A, B, C or P. Acquisition of knowledge and skills is assessed with exams, quizzes, papers, class presentations, case study and project work.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>The recommendation was to continue the program with minor improvements. Yes, this was completed.</p> <p>Actions and improvements include the following:</p> <ol style="list-style-type: none"> 1. The hiring of a new CRJ program coordinator/instructor. 2. Continued emphasis on recruitment with the creation of new and revised flyers and brochures. 3. The creation of five CRJ courses now being offered in an on-line format.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Mr. Jon Hubbell –Program Coordinator/Faculty Mr. Ron Groleau – Academic Dean Mr. Kevin Hermes – Retired Program Coordinator, PT Faculty</p> <p>The program coordinators developed and assessed the program objectives and results.</p> <p>The Dean evaluated program effectiveness as related to industry and institutional effectiveness.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The CRJ advisory committee, meets annually, and plays a key role in decision making related to the CRJ curriculum and instructional processes. The committee is made up of CRJ professionals, college instructors, a counselor, and students. Meetings are also attended by the VPAA and Associate VP for Academic Affairs.</p>

CTE Program Review Analysis	
<p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>The program requires students to take and successfully complete the Introduction to Criminal Justice course in advance of enrolling in five advanced CRJ courses. Baseline knowledge gained is necessary for success in the advanced courses. No revisions are recommended moving forward.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Not applicable.</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the EMSI 2022 employment data, the need for CRJ professionals remains solid. LaSalle County and the surrounding counties of Bureau, Putnam, Lee, Livingston, Marshall, Grundy, and DeKalb counties show that average annual openings are especially good in the areas of correctional officers and jailers (695 job openings for 2021), police and sheriff's patrol officers (709 openings), and security guards (412 openings).</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>According to the EMSI employment data, the demand for CRJ professionals has been consistent and steady. Analysis for the next five years indicates a slight drop in demand of 2.9%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI labor market data is used and reviewed annually.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The program has a full-time program coordinator who has a primary responsibility for recruitment. The faculty member works in conjunction with the college's Director of Admissions and Records and the Assistant Director, who play a major role in recruitment. Students are recruited with high school visits, college events and activities, various media posts, and annual publications.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college uses an annual internal review program for each CTE program. Labor market needs, current and past enrollments, and program expenses and revenue are reviewed. The college also has a Curriculum Committee which meets monthly to discuss and approve curriculum changes in support of the students. This committee is composed of faculty, staff, and administration.</p>

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The program has recently hired a new program coordinator/faculty who has been on the job for six months. He will be working to review all aspects of the program, including recruitment. Included will be work with the college Community Relations Office, which has released a new branding campaign to boost recruitment efforts.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Costs include general operating expenditures, including instructional supplies, faculty salaries/fringes, and student fee reimbursable expenditures. Costs when compared with other College programs compare very favorably. The annual program review reveals that the program generated a profit of \$49,025. The program has run in the black for the past five years with an annual profit average of \$63,695.00. Even with the hit from the Covid pandemic, CRJ remains a very cost-efficient program. Costs are paid primarily from the College Educational Fund. The Perkin’s grant contributes a small amount annually to instructional supplies and faculty travel.</p> <p>The revenue for the program is solid averaging \$142,753 annually. Student to faculty ratio is 20:1. The course section fill rates are at 56.00%. Steps have been taken to reduce section offerings of the same courses in an attempt to increase the fill rate.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The findings indicate that this is a very cost-effective program which has run in the black for the past five years at an average annual profit of \$63,695.00.</p>
<p>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? Please explain.</p>	<p>Not applicable, as a very small portion of the costs are paid by grant funding.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs of the CRJ program are very reasonable. In addition to tuition (which has not seen an increase in the past 5 years), the average student pays courses fees of less than \$20.00 per semester. Course fees are used to pay for instructional supplies, especially in certain courses like Introduction to Criminal Justice and Introduction to Forensic Science where materials are used to learn specific course topics.</p> <p>Many of our students qualify for financial aid and the college has a foundation program which offers a variety of scholarships annually. Specific scholarships geared toward the CRJ program along with the annual award amounts include the following:</p> <ol style="list-style-type: none"> 1. Jason A. Brokaw Memorial, \$500.00

	<p>2. IVCC Criminal Justice Award, \$500.00</p> <p>3. IVCC Criminal Justice Freshman Award, \$500.00</p> <p>4. Honorable Howard C. Ryan Award, \$1000.00</p> <p>5. William E. St. Arnold Memorial, \$500.00</p>
2.5 How will the college increase the cost- effectiveness of this program?	The college remains committed to not increasing tuition for the 2022/2023 academic year. Any increases in instructional costs will be carefully reviewed and assessed in terms of program need. The program will also continue to participate with the Bookstore programs aimed to reduce textbook costs. These include Inclusive Access and the textbook rental program.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The program will work to limit the number of delivery methods for each course in each semester based on enrollment analysis. This is being done to maximize seat usage in courses offered each semester while still meeting student scheduling needs and being fiscally responsible with department resources.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The traditional lecture format along with on-line courses are the two primary forms of delivery for courses. The success rates of each delivery system are very good. FY20 is the only year available for comparison between the delivery modes. All courses in FY21 were on-line due to the pandemic. All courses prior to FY20 were delivered in-person only. FY20 results showed success rates (grades of A, B, C, P) of 85.9% for on-line courses and 84.2% for traditional lecture courses.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The college ensures this with input from the curriculum committee, annual program coordinator workshops in which curriculum issues are reviewed and discussed, and input and feedback from the CRJ advisory committee and the college assessment committee. Current and past criminal justice program students serve as members on the CRJ advisory committee.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Not applicable. The Program of Study application will be submitted in FY23.
3.4 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career	Not at this time. Through Perkin’s funding, career pathways are being established/refined in cooperation with local and district high schools. This work began in FY22 and will be completed in FY23. The CRJ associate degrees and certificates fall into the Law, Public Safety, Corrections, and Security Pathway.

<p>pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Students completing the certificates and/or AAS degree are ready to pursue a variety of careers. The certificates are stackable. Students may leave to gain employment and return later to acquire further knowledge and skills. The college is a member of the Illinois Articulation Initiative which allows transfer students to transfer seamlessly to a four-year institution.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The CRJ program continues to broaden the number of courses offered online. Three new certificates are now offered, as of FY2022. These include certificates in Forensic Science, Social Justice, and Criminology. In addition, the full-time CRJ program coordinator/faculty is looking at current trends in criminal justice in issues such as social justice and ethics and incorporating this information into course content as appropriate. Conversations are also being held with students at the beginning of each course, every semester. The goal is to determine student learning goals and areas of interest. This information is used as appropriate to ensure that content addresses the goals and interests and is delivered in such a way that meets a variety of student learning styles. The above ideas are being shared and discussed with adjunct faculty as well.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>No dual credit opportunities exist at this time.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The program is taught by faculty with years of experience in CRJ, both from an educational and work experience standpoint. Work based learning opportunities are continually discussed in all course offerings. The optional internship also provides a strong work-based opportunity for the students who select it. These opportunities assist many students in their ultimate career choice and also in the securing of employment. The program plans to bring in guest speakers in which career opportunities will be an emphasis.</p>
<p>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).</p>	<p>Industry accreditation is not required.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No.</p>

<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Licensure examination is not required.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>As mentioned previously, the college is a member of the Illinois Articulation Initiative. In addition, the program now accepts 9 hours of credit toward the AA or AS degree for those students entering the program who are police officer certified through the Illinois State Police Academy.</p>
<p>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? What opportunities exist for other partnerships?</p>	<p>While no new partnerships have been formed, the CRJ program continues to have strong relationships with a variety of entities which increase program and course quality. These include, but are not limited to, the LaSalle County Sheriff's Department, the LaSalle County State's Attorney's Office, the LaSalle County Coroner, and many police agencies.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The college has developed frameworks for recruitment and retention as defined by Perkins V. During FY22, the college hired a Special Population Transition Specialist. Special Populations, as defined by Perkins V, includes adults or transitional students with disabilities, low income, preparing for non-traditional fields, single parents, out of workforce, English Learners, homeless or aged out of foster care, and youth with parent in the military. The Special populations Transition Specialist helps students along their educational journey by helping to diminish obstacles and connecting them to resources as needed. The IVCC Center for Accessibility and Neurodiversity has also begun the Get Set program at the college. In an effort to increase success and retention, the program helps new or returning students build college knowledge and skills, gain confidence with basic technology skills, brush up on general academic strategies like time management, note taking, and test preparation, and learn about coping strategies needed to thrive in college.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Each full-time instructor is allotted \$1000.00 annually for professional development. The college annually considers and approves a variety of development opportunities including professional conferences. The college also has the Center for Excellence in Teaching, Learning, and Assessment. Numerous activities/training sessions are offered to all faculty throughout the academic year.</p>

<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The college has a Diversity, Equity, and Inclusion committee and an active plan to promote this initiative. Professional development opportunities are provided.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Excellent. All full-time faculty received a new portable laptop computer for the 2022/23 academic year. All faculty have access to the latest Smart Room Technology.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Multiple measures of assessment are used. These include informal methods such as questionnaires and muddiest point exercises. Formal methods include, but are not limited to, graded quizzes and exams, class projects and papers, and direct questioning techniques.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Results are shared in conversations amongst faculty in the CRJ program. The annual internal review program also serves as a point of continuous improvement. In addition, the college has an Assessment Committee which has faculty assess institutional learning outcomes for at least one class each semester. Results are shared college wide.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Results are used to ensure that individual course outcomes are being achieved. Curriculum revisions included changes in informal assessment measures such as targeted group work and discussions on new listings of controversial topics such as the death penalty. Assessment of student learning also resulted in broadened measures of formal assessment including written assessments in the form of research papers in several courses. In addition, a course in Ethics in CRJ was added to the curriculum after a review revealed a need for better understanding of this topic with the students in the program.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>Student satisfaction is very good. This information is collected from the advisory committee and conversations with some of our recent graduates. The CRJ department needs to develop a formal student evaluation survey.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee plays a key role in review of and input into every aspect of the program. This includes such things as curriculum, degree and certificate requirements, knowledge and skills need by program graduates. The committee meets annually. Engagement can be improved with more regular communication with the committee rather than just once per year.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Employers play a key role in the offering of internships and the volunteering of guests speaking on specific topics in classes. Included would be work-based opportunities in the field of criminal justice.</p>

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Satisfaction is very good. The information is collected from the advisory committee and conversations with various employers throughout the district. The CRJ department needs to develop a formal employer evaluation survey.
3.25 What are the program's strengths?	An excellent program coordinator with experienced faculty and a strong curriculum offered in an educational facility with the latest instructional technology. In addition to transfer and AAS degrees, three certificates are offered. The program has a very good advisory committee and excellent support for the program from the college's Board of Trustees and administration. The program continues to be profitable and very cost effective.
3.26 What are the identified or potential weaknesses of the program?	Lack of dual credit opportunities and an enrollment drop primarily due to the pandemic.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The program coordinator will actively work with the college's Dual Credit Coordinator to explore dual credit opportunities. The college has undertaken aggressive recruitment efforts to increase CRJ enrollment. Numbers for the Fall 2022 semester indicate positive results.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

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Performance and Equity

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

CTE Program	Criminal Justice				
CIP Code	43.0107				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled					
AAS.CRJ	85	73	54	53	36
CERT.CRJ	51	35	25	23	14
Number of Completers					
AAS.CRJ	18	9	10	9	5
CERT.CRJ	17	9	10	6	1
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate	Disaggregated data reviewed included age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status.				

<p>data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>Even with a decrease in enrollment numbers due to the pandemic, the CRJ program continues to meet its goals with good enrollment numbers in each of its primary enrollment areas including the two-year associate degrees, AAS, and certificate options. Excellent enrollment of Hispanic students helps to achieve the goal of diversity. The program continues to have a solid 50/50 split among students seeking transfer and those enrolling for employment.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>For FY21, more men (61%) than women (39%) enrolled in CRJ courses. This compares to a 50% population of both men and women in the three-county college region. Approximately 86% of students enrolled in CRJ courses are age 29 or younger as compared to 28% of the population in this age range in the three-county region.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>The college is embarking on a new branding and recruitment effort to attract non-traditional age students to the college. In addition, a goal of the program will be to create marketing materials specifically directed toward women highlighting the many career options in criminal justice. The IVCC Center for Accessibility and Neurodiversity has also begun the Get Set program at the college. In an effort to increase success and retention, the program helps new or returning students build college knowledge and skills, gain confidence with basic technology skills, brush up on general academic strategies like time management, note taking, and test preparation, and learn about coping strategies needed to thrive in college.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>A review of the population indicates the answer is yes with the exception of the above average Hispanic enrollments.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>A review of the populations indicates a lower number of women in the program along with a preponderance of younger students below age 30. The Hispanic enrollment is higher than the numbers indicated in the district population.</p>

Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Illinois Valley Community College CRJ program is one of the most successful on campus. The operating costs of the program run in the black on an annual basis. A strong curriculum and faculty prepare students for transfer and future employment. Partnerships with community employers and members are well established throughout the district. The program continues to grow, evolve, and change for the benefit of our students.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Develop and implement a recruitment plan in conjunction with the Community Relations and Recruitment Office of the college. 22/23 Academic Year. 2. Develop and implement a plan to begin offering of dual credit courses. 22/23 Academic Year. 3. Continue creation of on-line offerings for all CRJ courses not yet offered in the delivery mode. 22/23 Academic Year. 4. Develop and conduct CRJ student and program surveys.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Not applicable.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>The college is embarking on a new branding and recruitment effort to attract non-traditional age students to the college. The CRJ program will also direct efforts toward this initiative.</p> <p>In addition, a goal of the program will be to create marketing materials specifically directed toward women highlighting the many career options in criminal justice.</p>
Resources Needed	Human resources and \$3,000 - \$5,000.
Responsibility Who is responsible for completing or implementing the modifications?	Ron Groleau – Dean, Natural Sciences and Business Jon Hubbell – CRJ Instructor and Program Coordinator.

Career & Technical Education				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	2017-2021			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Cybersecurity (AAS.CSC)	AAS	60	11.1003	CERT.CSC, CERT.HLP
Cybersecurity (CERT.CSC)	Cert	21	11.1003	CERT.HLP
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<p>At the successful completion of the Cybersecurity certificate or degree, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply knowledge and skills learned in previous classes to their work situations. 2. Demonstrate continued development of knowledge and skills needed for the workplace. 3. Utilize skills of observation, data collection, and reporting, both in oral and written form. 4. Reflect in their knowledge, skills, and abilities in the cybersecurity field. 5. Discuss corporate responsibilities and obligations. 6. Identify different marketing techniques and how these techniques affect ethical decisions. 7. Discuss the different approaches to ethical decision making. 8. Write programs using Python and compare Python to other scripting languages to see which ones fit the desired task. 9. Utilize Python for digital forensic investigations and to complete network traffic analysis. 10. Write scripts to combat wireless and Bluetooth device hacks. 11. Write scripts to scrape websites for information. 12. Write malware that evades antivirus systems and write scripts to combat that malware. 13. Know how to properly acquire, handle, and analyze digital evidence. 			

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>14. Obtain/seize evidence and handle it properly.</p> <p>The overall success rate for the Cybersecurity courses for FY21 was 82.73% and 82.95% in FY20.</p> <p>The following assessment methods are being used:</p> <ol style="list-style-type: none"> 1. Observation 2. Students performing tasks or labs successfully 3. Quizzes 4. Discussion with industry and advisory boards. <p>The Cybersecurity program takes part in an annual program review that analyzes student outcomes and assessment data. The results are shared and discussed with the advisory committee.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>This is the first external review for cybersecurity. The program was established during the Fiscal Year 2020.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Nancy McDonnell – Program Coordinator and IVCC Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President for Academic Affairs Gary Roberts- Vice-President for Academic Affairs Dawn Watson-IR Data Analyst</p> <p>The program coordinator developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.</p> <p>The Dean, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs evaluated the effectiveness of the program related to industry and institutional effectiveness.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Advisory Board- Cybersecurity and Computer Networking</p> <p>Workforce Development uses the discussions with industry stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>

CTE Program Review Analysis	
<p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no prerequisites for entry into the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The data was analyzed for the following SOC codes: 15-1211 Computer Systems Analysts 15-1212 Information Security Analysts 15-1231 Computer Network Support Specialists 15-1232 Computer User Support Specialists 15-1244 Network and Computer Systems Administrators 15-1243 Database Architects</p> <p>Lightcast (EMSI) analyzed the job postings for Illinois for the first half of 2022. There were 32,455 unique job postings for the selected SOC codes.</p> <p>Occupation: Avg. Monthly Posting; Avg. Hires Computer User Support Specialists: 1,351;961 Computer Systems Analysts: 1,207; 796 Information Security Analysts: 684; 213 Network and Computer Systems Administrators: 508; 295 Database Architects: 435; 53 Administrative Services Managers: 336; 496 Computer Network Support Specialists: 115; 428</p> <p>EMSI 2021.2 projects an increased need for the local 8-county region in the SOC code careers found below. 15-1211 Computer Systems Analysts: 4% 15-1212 Information Security Analysts: 11% 15-1231 Computer Network Support Specialists: -2% 15-1232 Computer User Support Specialists: 3% 15-1244 Network and Computer Systems Administrators: 0% 15-1243 Database Architects: 5%</p> <p>There are two exceptions, Computer Network Support Specialists and Network and Computer Systems Managers,</p>

	whereby they project a 2% and 0% in decreased need respectively.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>The demand has been increasing every year for computer-based careers.</p> <p>IDES projects the need for Information Security Specialist positions to increase by over 25% in Illinois for the period between 2020 and 2030. Overall, IDES is projecting over 15,000 annual computer occupation openings in Illinois.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The college utilizes data from IDES, EMSI, and the Bureau of Labor Statistics. Data is analyzed and reviewed during program and curriculum decision making, annual internal program reviews, and annual advisory committee meetings.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<p>The Workforce Development faculty and leadership visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual Credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Career Expo to expose middle school and freshman students to careers and to local industry representatives.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The college utilizes an annual internal program review process for each program. During the review process, student success labor market needs, current and past enrollments, and program cost are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	During the review period, it was determined that adding a short-term Helpdesk Certificate would better serve the local industry and the district students. The intention is to mitigate the immediate regional need for computer specialists. The certificate also prepares the participants for the CompTIA A+ credential.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program	The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data are reviewed. Finally, the college looks at the costs associated with the courses, including student fee

<ul style="list-style-type: none"> • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>reimbursable expenses associated with holding team-based labs.</p> <p>The costs for the program are very similar to other CTE programs. The majority of the expenditures are for faculty salaries and fringes. The rest is used on student fee reimbursable expenses for computer hardware and software. The reimbursable expenditures are relatively low compared to other CTE programs</p> <p>Costs are primarily paid from the college’s General Education Fund. The moneys are generated from tuition and lab fees. The Perkins Grant occasionally contributes funds for new equipment or recruiting materials.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The college could increase course fees with the intention of mitigating loss for reimbursable expenditures.</p>
<p>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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The college is mindful of the barriers associated with the cost of higher education. Academic Affairs assesses the financial barriers associated with college programming, and makes every effort to utilize affordable curriculum and materials for instruction. The college feels we have struck a balance between cost and best practice. Cybersecurity has relatively low fees, which are used for industry recognized security software systems.</p> <p>The courses within the program utilize a lab fee to offset the cost of instructional software. Tuition is \$133 per credit hour. Fees range from \$0-\$125 per course.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p> <p>The college also offers several tuition waiver initiatives such as: a free course for students who complete the high school equivalency program, credit for prior learning, and, during FY 2022 and 2023, the college has provided retention and recruitment waivers.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college will continue to examine alternative funding sources for student fee reimbursable expenditures including private and governmental grant opportunities.</p>

<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No changes were made as a result of the current review. The college will continue to monitor the cost of reimbursable expenses to determine if an adjustment of student fees is necessary.</p>																																	
<p>Indicator 3: Quality</p>	<p style="text-align: center;">Response</p>																																	
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>The Cybersecurity program was created with courses shared with the Networking program. All of the Cybersecurity specific courses are offered either as online synchronous or fully online.</p> <table border="1" data-bbox="727 579 1419 1024"> <thead> <tr> <th>Course</th> <th>FY 2020 % Success</th> <th>FY 2021 %Success</th> </tr> </thead> <tbody> <tr> <td>CSC 1200 (online)</td> <td>73</td> <td>89</td> </tr> <tr> <td>CSC 1201 (virtual)</td> <td>95</td> <td>88</td> </tr> <tr> <td>CSC 2200 (virtual)</td> <td>100</td> <td>77</td> </tr> <tr> <td>CSC 2201 (virtual)</td> <td>100</td> <td>69</td> </tr> <tr> <td>CSC 2202 (virtual)</td> <td>90</td> <td>67</td> </tr> <tr> <td>CSC 2203 (online)</td> <td>75</td> <td>70</td> </tr> <tr> <td>CSC 2204 (virtual)</td> <td>83</td> <td>92</td> </tr> <tr> <td>CSC 2205 (virtual)</td> <td>Not Offered</td> <td>90</td> </tr> <tr> <td>CSC 2206 (virtual)</td> <td>Not Offered</td> <td>86</td> </tr> <tr> <td>CSC 2222 (virtual)</td> <td>Not Offered</td> <td>100</td> </tr> </tbody> </table> <p>There does not appear to be a significant difference between the online and virtual offerings. The college will continue to monitor course success rates. One of the two years of data was drawn from sections offered during the initial pandemic response.</p>	Course	FY 2020 % Success	FY 2021 %Success	CSC 1200 (online)	73	89	CSC 1201 (virtual)	95	88	CSC 2200 (virtual)	100	77	CSC 2201 (virtual)	100	69	CSC 2202 (virtual)	90	67	CSC 2203 (online)	75	70	CSC 2204 (virtual)	83	92	CSC 2205 (virtual)	Not Offered	90	CSC 2206 (virtual)	Not Offered	86	CSC 2222 (virtual)	Not Offered	100
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<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The Cybersecurity program takes guidance from the advisory committee and the Teaching and Learning Committee. The advisory members come from diverse industries. The Teaching and Learning committee members come from all divisions and have Diversity, Equity and Inclusion Committee representatives serving.</p>																																	
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The program is currently in the development stages for program of study approval. The program is being analyzed and the quality components are being assessed. The goal is to submit the documents to ICCB during the fall 2022 semester for review.</p>																																	
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the</p>	<p>A. The program analyzes and discusses labor market data in order to make informed decisions. The advisory committee meets annually, and they use the data to develop curricular changes. Relevant industry credentials are being incorporated</p>																																	

<p>program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>in the program. The program aligns the curriculum with the CompTIA A+ and Security+ credentials.</p> <p>B. The college has developed stackable credentials for the Cybersecurity program. Students can begin with the 12 Credit Helpdesk Certificate, move to the 21 Credit Cybersecurity Certificate, and finish with the Cybersecurity AAS Degree.</p> <p>C. All students have the opportunity to work with college advisors to learn about and guide them through college processes. The college has developed a guided process for adult students centered around the Special Populations Transition Coordinator. Dual credit students have an opportunity to take part in Career Cruising, the Career Expo, and visit the college to learn about the Cybersecurity program and the careers associated with the certificates and degrees. The college has comprehensive student services, including financial aid. Recently, the college onboarded a service for students.</p> <p>D. Work-based learning opportunities have been incorporated in the Cybersecurity courses. Simulated security breach events are used, as well as the development of processes to mitigate security breaches.</p> <p>E. The program offers multiple entry and exit points, by which students can obtain skills to begin entry-level employment.</p> <p>F. The Cybersecurity AAS incorporates the CompTIA A+ preparation. The Education For Employment Center (local area career center) offers IVCC's CompTIA course as dual credit. The stackable nature of the computer programs allows for multiple entry and exit points. Students can cross train without duplication between the Computer Networking program and the Cybersecurity program.</p> <p>G. All CTE programs work with the Continuing Education office to facilitate upskilling opportunities for students already in the workforce. The college provides customized training options as well as credit for prior learning.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The first semester of the Cybersecurity program is aligned with the first semester of Computer Networking. Students in both programs take the Introduction to IT professions class. It helps them explore the different careers and the skillsets that are required for each. Students can make an informed decision about their program of study and career ambitions after the</p>

	first semester without the barrier of additional or overlapping coursework.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	CSP 2200 CompTIA+ is offered at the Education For Employment Center (local area career center).
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>There is an internship requirement (CSC-2222 – Cybersecurity Internship) for both the Cybersecurity certificate and AAS degree. CSC 2222 will provide students a real-world hands-on learning experience in the cybersecurity industry. Work-based learning is primarily incorporated in the CSC 2222 - Cybersecurity Internship class. The student is employed in a local business to perform cybersecurity-related tasks for that company. The student must work 225 hours and be evaluated by both the instructor and the supervisor at the business. Work-based learning is also incorporated in CSP 2200 CompTIA A+ where Cybersecurity students work on faculty, staff, and student computers and perform malware detection, and software/hardware updates. Potential work-based sites include:</p> <ul style="list-style-type: none"> • Carus Corporation • Illinois Valley Community Hospital • Hometown National Bank • Financial Plus Credit Union • Connecting Point • Computer Spa • Marquis Energy • Citizens Bank • Test Point II Technologies • LMK Technologies
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 there industry-recognized credentials embedded within this program? If so, please list.	Ethical Hacking I, in conjunction with Ethical Hacking II, is designed to provide students with the knowledge necessary to sit for EC-Council's Certified Ethical Hacker exam. The Security+ course is designed to provide students with the foundational knowledge necessary to sit for the Security+ Certification exam.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A

<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Franklin University accepts the Cybersecurity AAS degree toward their Bachelor of Science in Cybersecurity Degree. They also allow an additional 20 credit hours of general education and elective courses to be taken at IVCC.</p>
<p>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? What opportunities exist for other partnerships?</p>	<p>No new partnerships have been formed. There are opportunities to work with other supporting high schools for dual credit offerings. Additional collaboration with industry to offer work-based learning should be explored.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The college has developed frameworks for recruitment and retention of special populations as defined by Perkins V. During FY2022, the college hired a Special Populations Transition Specialist.</p> <p>Special Populations, as defined by Perkins V, includes adults or traditional students with disabilities, low income, preparing for nontraditional fields, single parents, out of workforce, English Learners, homeless, youth in or aged out of foster care, and youth with parent in the military.</p> <p>The Special Populations Transition Specialist helps students along their educational journey by helping diminish obstacles and connecting students to resources as needed. There is a range of support available to students experiencing barriers to their education. The college has developed relations with many organizations with the goal of helping people succeed. The college also developed a resource guide with information about many of these partnerships. It can be found at the following web address: https://www.ivcc.edu/specialpopulations/IllinoisValleyCommunityResourceGuide.pdf#search=crystal%20credit</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty.</p>
<p>3.16 What professional development is provided for faculty and staff in this</p>	<p>The college hosts two days of professional development annually. There is an interdepartmental committee that develops that professional development offerings for the</p>

<p>program on Diversity, Equity, and Inclusion?</p>	<p>college. The DEI committee has input in all of the college decision making committees. The college has also initiated a One, Book, One College initiative. The books are selected with the intention of helping to promote DEI concepts.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The program coordinator utilizes industry recognized software and testing systems. The courses prepare students to sit for industry recognized credentials.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Multiple methods of formative assessment are used including competency-based assessment. Classroom assessments including discussion with members of the advisory committee and post-graduation student surveys are used.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Results are shared at least annually during the internal program review process. Results are shared with the advisory committee, and data is used for the purpose of curricular decision making.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>There has been a shift to more work-based and team-based learning. The college is incorporating more industry recognized assessment products such as CompTIA. The assessment of student outcomes helps drive the frequency of exercises and adjustment in the scope of projects.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>Anecdotal evidence has shown positive experiences with career preparation. Students and advisory committee members are confident in the student preparation from certificate and AAS coursework.</p> <p>Revised satisfaction surveys are being developed with the guidance of the respective advisory committees.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>The Program Coordinator has developed relationships with many of the local employers such as Carus Corporation, Illinois Valley Community Hospital, Hometown National Bank, Financial Plus Credit Union, Connecting Point, Computer Spa, Citizens Bank, Test Point II Technologies, and LMK Technologies: The Program Coordinator uses the current trends and best practices that are discussed with these local employers. Cybersecurity is an everchanging field. The college is continually adjusting the course and program offerings. An</p>

	example of an employer driven decision is the creation of the Helpdesk certificate.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Advisory committee members are extremely satisfied with student preparation. Prior practice involved a partnership with Eastern Arizona College. The longstanding survey is no longer operational. The college is in the process of developing an employer and student satisfaction survey in conjunction with advisory committees.
3.25 What are the program's strengths?	The program is aligned with industry recognized software and assessment. There are several local employers that are involved in program planning. The students receive a high quantity of 1 to 1 faculty attention due to the virtual hybrid offerings and work-based learning.
3.26 What are the identified or potential weaknesses of the program?	Students will have to sit for the CompTIA A+ and Security+ independent of the college if they would like the industry recognized credential. Our courses prepare students for the exam, but the college does not offer the testing services.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality resulted in expediting the process to develop student and employer satisfaction frameworks.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

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

CTE Program	Cybersecurity				
CIP Code	11.1003				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled					
AAS.CSC			5	29	30
CERT.CSC			1	8	14
Number of Completers					
AAS.CSC			0	0	1
CERT.CSC			0	0	2

Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include,	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.				

<p>but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>According to the data, there seems to be more nontraditional students by age in the cybersecurity program than the college at large. Less than a third of the students, from the last three years, fall into the 15-19 age category. This compares to the college at large percentage of over 50% for the same period of time. As the age increases, the disparity between the program and college at large increases. This data suggests that the program is preparing students for a future career and also upskilling individuals that are currently employed. Educational goal data shows a strong majority of students surveyed said that their goal was to prepare for a future job.</p> <p>There have been more male students participating in the Cybersecurity program. The number of Hispanic students that participate in the Cybersecurity program is proportional to the college and the 3-county district surveyed. There have not been any Black students that have participated in the Cybersecurity program. Targeted marketing for special populations has been increased during this review period.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>There is a disparity between the number of students enrolled in the program to the number of the students that are completing the certificate or degree. This would be appropriate if the students' goals are a career in cybersecurity and they are leaving for a job before acquiring the certificate or degree. Further research in this area could help determine if a smaller certificate would be in more alignment with the skillset required to obtain a successful career in cybersecurity.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>The college has hired a Special Populations Transition Specialist. Her job is to help adult learners through their registration and throughout their college experience. This may help support the demographic of students currently enrolled in the program, as many are not traditional students by age. Continued research is necessary to determine whether students are meeting personal and career goals before they are able to complete a college credential is necessary.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>According to the data, there seems to be more nontraditional students by age in the cybersecurity program than the college at large. Less than a third of the students, from the last three years, fall into the 15-19 age category. This compares to the college at large</p>

	<p>percentage of over 50% for the same period of time. As the age increase the disparity between the program and college at large increases. This data suggests that the program is preparing students for a future career and also upskilling individuals that care currently employed. Educational goal data shows a strong majority of students surveyed said that their goal was to prepare for a future job.</p> <p>There have been more male students participating in the Cybersecurity program. The number of Hispanic students that participate in the Cybersecurity program is proportional to the college and the 3-county district surveyed. There have not been any Black students that have participated in the Cybersecurity program.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The diversity within the Cybersecurity program does not reflect the district population. First of all, the vast majority of students served in the program are male. The Black population in the district has remained at just under 2% for several years. There have not been any black students enrolled in the program.</p>
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	<p>The Cybersecurity program is a relatively new program. There are three years of performance data that have been examined to date. Small adjustments to the program have occurred every year since it began. The college added a Helpdesk certificate to support the needs of the local economy. The college has begun to restructure the employer and student satisfaction survey process. It is important to analyze accurate data before making further changes to the current program.</p>
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>The college will develop a process to assess the satisfaction employers have with student career preparation. A similar process will be developed to inquire the satisfaction level of students that have finished or stopped out of the program.</p>
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>Targeted marketing and supports are being developed and strengthened for special populations as defined by the Career and Technical Education for the 21st Century Act. The college needs to do a better job of reaching and engaging traditionally underserved populations.</p>
Resources Needed	Survey Instrument, Directed Marketing

Responsibility Who is responsible for completing or implementing the modifications?	Academic Affairs
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Career & Technical Education				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	2017-2021			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Electronics and Electricians Tech (AAS.EET)	AAS	61	15.0303	CERT.ELE
Industrial Electrician (CERT.ELE)	CERT	31-34	46.0302	
<p>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 within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<p>The Electronics and Electricians program is designed to help students gain marketable skills in electronics and industrial electricity to gain employment or grow in their current career.</p> <p>This program is intended to prepare students to demonstrate the following learning outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate effective oral and written communication skills using appropriate technology. 2. Work independently and collaboratively as an effective member of a team to complete projects. 3. Identify, acquire, evaluate and ethically use technical information from multiple sources. 4. Exhibit professional, ethical, and social responsibilities and the need for lifelong learning in the electrical/electronic professions. 5. Conduct, analyze and interpret electronic experiments using electronic instrumentation standard measurements. 6. Apply knowledge of circuit analysis/design and use computer languages and software to solve a stated problem in analog or digital electronics. 7. Repair and service electrical devices and components. 8. Inspect and troubleshoot electrical equipment such as motors, generators, pumps, heavy duty machines, illumination systems, environmental regulating systems, 			

	<p>communication systems, and associated electrical controls.</p> <p>Students are being prepared for a career in the manufacturing and construction industries. The positions that students are prepared for are industrial electrician, industrial electrical equipment installers, electronic technicians, solar installers, and audiovisual equipment installers.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>The overall success rate for the Electricity courses for was 82.06% for FY21, 94.38% in FY20, 89.09% in FY19, 88.85% in FY18, and 90.10% in FY17.</p> <p>The overall success rate for the Electronics courses was 85.31% for FY21, 89.85% in FY20, 94.41% in FY19, 96.43% in FY18, and 91.38% in FY17.</p> <p>The following assessment methods are being used:</p> <ol style="list-style-type: none"> 1. Observation 2. Students performing tasks or labs successfully 3. Quizzes 4. Discussion with industry and advisory boards. <p>The Electronics and Electricians program takes part in an annual program review that analyzes student outcomes and assessment data. The results are shared and discussed with the advisory committee.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>It was decided to continue the program with minor changes during the last review. During the current review cycle, the college took guidance from the advisory board, and local employers, to align the program courses more closely with industry needs. PC Troubleshooting and Repair and the CAD Electronics Drafting courses were removed from the AAS. The result was a reduction in the number of credit hours for the AAS degree from 67 to 61.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Charles Raimondi – Program Coordinator and IVCC Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President for Academic Affairs Gary Roberts- Vice-President for Academic Affairs Dawn Watson-IR Data Analyst</p> <p>The program coordinator developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.</p>

	<p>The Dean, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs evaluated the effectiveness of the program related to industry and institutional effectiveness.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory Board- Electronics/Electricians and Industrial Maintenance</p> <p>The college uses guidance from the Chief Manufacturers Executive quarterly meeting for decision making in the Electronics/Electricians, Industrial Maintenance, and Manufacturing programs.</p> <p>Workforce Development uses the discussions with industry stakeholders, students, faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>
<p>CTE Program Review Analysis</p> <p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no prerequisites for entry into the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Electronics and Electricians AAS degree credit requirements have been reduced by six credits since the last review as part of the ongoing discussions with industry partners. The college will consider meeting the 60-credit hour guidance by the next review.</p> <p>The Industrial Electricians Certificate has a variable credit requirement of 31-34 credit hours. The current certificate is a culmination of collaboration with local industry stakeholders. The college is in the construction phase of creating stackable certificates for this program. The goal is to have the new certificates in place for the next review.</p>
<p>Indicator 1: Need</p>	<p style="text-align: center;">Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The data was analyzed for the following SOC codes:</p> <p>17-3012: Electrical and Electronics Drafters 17-3023: Electrical and Electronic Engineering Technologists and Technicians 17-3024: Electro-Mechanical and Mechatronics Technologists and Technicians</p>

47-1011: First-Line Supervisors of Construction Trades and Extraction Workers
 47-3013: Helpers--Electricians
 49-2094: Electrical and Electronics Repairers, Commercial and Industrial Equipment
 49-2097: Audiovisual Equipment Installers and Repairers
 47-2111: Electricians
 49-2098: Security and Fire Alarm Systems Installers
 49-9097: Signal and Track Switch Repairers
 51-2028: Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers

Job posting and hiring data from Lightcast (EMSI) was reviewed for Illinois for a six-month period of FY22. The data follows:

Occupation	Avg. Monthly Posting	Avg. Hires
Electrical and Electronics Drafters	39	19
Electrical and Electronic Engineering Technologists and Technicians	175	95
Electro-Mechanical and Mechatronics Technologists and Technicians	77	15
First-Line Supervisors of Construction Trades and Extraction Workers	121	1005
Helpers--Electricians	1	49
Electrical and Electronics Repairers, Commercial and Industrial Equipment	3	43
Audiovisual Equipment Installers and Repairers	31	44
Electricians	130	1343
Security and Fire Alarm Systems Installers	24	99
Signal and Track Switch Repairers	3	43
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	84	430

EMSI 2021.2 projects an increased need for the local 8-county region in the SOC code careers found below:

Occupation	Percent Change Jobs 2021-2026
Electrical and Electronic Engineering Technologists and Technicians	7

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">First-Line Supervisors of Construction Trades and Extraction Workers</td> <td style="text-align: right; padding: 2px;">8</td> </tr> <tr> <td style="padding: 2px;">Helpers--Electricians</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Electrical and Electronics Repairers, Commercial and Industrial Equipment</td> <td style="text-align: right; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">Audiovisual Equipment Installers and Repairers</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Electricians</td> <td style="text-align: right; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">Security and Fire Alarm Systems Installers</td> <td style="text-align: right; padding: 2px;">13</td> </tr> <tr> <td style="padding: 2px;">Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers</td> <td style="text-align: right; padding: 2px;">8</td> </tr> </table>	First-Line Supervisors of Construction Trades and Extraction Workers	8	Helpers--Electricians	1	Electrical and Electronics Repairers, Commercial and Industrial Equipment	3	Audiovisual Equipment Installers and Repairers	1	Electricians	2	Security and Fire Alarm Systems Installers	13	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	8
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1.2 How has demand changed in the past five years and what is the outlook for the next five years?	From 2016 to 2020, the demand was growing at a greater rate for First-line supervisors and Electricians at 16% and 9% respectively.														
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The college utilizes data from IDES, EMSI, and the Bureau of Labor Statistics. Data is analyzed and reviewed during program and curriculum decision making, annual internal program reviews, and annual advisory committee meetings.														
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<p>The Workforce Development faculty and leadership visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual Credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Career Expo to expose middle school and freshman students to careers and to local industry representatives. The Career Expo was not offered during the pandemic.</p>														
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The college utilizes an annual internal program review process for each program. During the review process, student success, labor market needs, current and past enrollments, and program costs are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.														
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The college will be working collaboratively to construct stackable certificates and an aligned AAS degree to better meet the employment needs of the local industry. There is currently a demand that is not being met, and a short-term certificate offering could help mitigate the situation.														

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data are reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses associated with holding team-based labs.</p> <p>The costs for the program are very similar to other CTE programs. The majority of the expenditures are for faculty salaries and fringes. The rest of the cost is associated with student fee reimbursable expenses for electrical parts and equipment, software, and other instructional supplies. The reimbursable expenditures remain within the scope of the lab fees associated with the program.</p> <p>Costs are primarily paid from the college’s General Education Fund. The moneys are generated from tuition and lab fees. The Perkins Grant occasionally contributes funds for new equipment or recruiting materials.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The program has experienced decreased enrollment over this review cycle. From FY20 to FY21, there was a 38% drop in credit hours in the program. A theory is that the pandemic affected the industry programs more than others. Continued observation for FY22 and FY23 could bring more insight to the situation.</p> <p>The college has tried to balance the aspects of cost effectiveness and flexibility of program offerings for students. The section utilization has remained relatively the same over this period, albeit with fewer students and sections within the program overall. The section utilization for the program has remained steadily around 69%.</p>
<p>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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p>	<p>The college is mindful of the barriers associated with the cost of higher education. Academic Affairs assesses the financial barriers associated with college programming, and makes every effort to utilize affordable curriculum and materials for instruction. The college feels we have struck a balance between cost and best practice.</p>

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The courses within the program utilize a lab fee to offset the cost of instructional supplies. Tuition is \$133 per credit hour. Fees range from \$0-\$155 per course.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p> <p>The college also offers several tuition waiver initiatives such as: a free course for students who complete the high school equivalency program, credit for prior learning, and, during FY22 and FY23, the college has provided retention and recruitment waivers.</p>																								
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college will continue to examine alternative funding sources for student fee reimbursable expenditures including private and governmental grant opportunities.</p> <p>Moving forward, the college will increase efforts to create a more efficient course and section schedule.</p> <p>Curriculum alignment and certificate and degree modifications will result in fewer required credit for the program.</p>																								
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The college will be working to construct a more efficient schedule as well as restructuring the certificate to create stackable credentials. The degree will be reduced to 60 credits to reduce costs as well.</p>																								
<p>Indicator 3: Quality</p>	<p style="text-align: center;">Response</p>																								
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>The delivery method for the courses within the Electronics and Electricians program are traditional format with lecture and lab components. There were exceptions made for FY21 courses in response to the pandemic. Some courses were blended for the lectures, but the lab requirement was met in-person for these courses.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="5" style="text-align: center;">Student Success Percentage</th> </tr> <tr> <th></th> <th style="text-align: center;">FY 17</th> <th style="text-align: center;">FY 18</th> <th style="text-align: center;">FY 19</th> <th style="text-align: center;">FY 20</th> <th style="text-align: center;">FY 21</th> </tr> </thead> <tbody> <tr> <td>Electrical Courses</td> <td style="text-align: center;">90.10</td> <td style="text-align: center;">88.85</td> <td style="text-align: center;">89.09</td> <td style="text-align: center;">94.38</td> <td style="text-align: center;">82.6</td> </tr> <tr> <td>Electronic Courses</td> <td style="text-align: center;">91.38</td> <td style="text-align: center;">96.43</td> <td style="text-align: center;">94.41</td> <td style="text-align: center;">89.85</td> <td style="text-align: center;">85.31</td> </tr> </tbody> </table>		Student Success Percentage						FY 17	FY 18	FY 19	FY 20	FY 21	Electrical Courses	90.10	88.85	89.09	94.38	82.6	Electronic Courses	91.38	96.43	94.41	89.85	85.31
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<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The Electronics and Electricians program takes guidance from the advisory committee and the Teaching and Learning Committee. The advisory members come from many different industries throughout the region such as: chemical, environmental, manufacturing and mining. The Teaching and</p>																								

	<p>Learning committee members come from all divisions and have Diversity, Equity, and Inclusion Committee representatives serving.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The program is currently in the development stages for program of study approval. The program is being analyzed and the quality components are being assessed. The goal is to submit the documents to ICCB during the fall 2022 semester for review.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>A. The program analyzes and discusses labor market data in order to make informed decisions. The advisory committee meets annually, and they use the data to develop curricular changes. The college meets quarterly with a regional group of manufacturers to discuss employee needs.</p> <p>B. The college is developing stackable credentials for the Electronics and Electricians program. Students can currently begin with the 31-34-credit Industrial Electrician Certificate and move to the Electronics and Electricians AAS degree. There are two articulation agreements. There is a 2+2 option with Southern Illinois University and a 3+1 agreement with Northern Illinois University.</p> <p>C. All students have the opportunity to work with college advisors to learn about and guide them through college processes. The college has developed a guided process for adult students centered around the Special Populations Transition Specialist. Dual credit students have an opportunity to take part in Career Cruising, the Career Expo, and visit the college to learn about the Electronics and Electricians program and the careers associated with the certificate and degrees. The college has comprehensive student services, including financial aid.</p> <p>D. Work-based learning opportunities have been incorporated in the Electronics and Electricians courses. Students construct feedback circuits, wire electrical panels and build circuit boards. Students work in teams to diagnose, create, and solve issues with their circuits.</p> <p>E. The program offers multiple entry and exit points, where students can obtain skills to begin entry-level employment. The college is working to expand the number of short-term options.</p>

	<p>F. The certificate and degree incorporate the OSHA 10 safety course. The Education for Employment (EFE) (local area career center) offers IVCC’s Electrical Wiring course as dual credit. The certificate, AAS degree, and transfer options allow for multiple entry and exit points.</p> <p>G. All CTE programs work with the Continuing Education office to facilitate upskilling opportunities for students already in the workforce. The college provides customized training options as well as credit for prior learning.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The college has constructed a facility and acquired equipment to offer a state-of-the-art experience for students and incumbent workers. Each respective course has a dedicated area with relevant equipment, so students can be trained with the equipment and situations that they will experience in the local industry. The college uses a credit for prior learning process to be sure that incumbent workers are not duplicating learning experiences.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>The Education for Employment center (local area career center) offers ELE 1206, Electrical Wiring, for students from multiple high schools. There are a variety of general education courses available to students looking to complete the AAS degree. The college is also working with the EFE to offer the OSHA safety course for dual credit.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students complete relevant work experiences in all of the courses with a lab requirement. The program coordinator has developed learning experiences in collaboration with the advisory committee to meet their needs. Students construct motor circuits with circuit protection and manual and PLC controlled circuits. Students in the Instrumentations class build and test pump and control circuits. There is also an option for students to choose a capstone project course or internship to finish out their program requirements.</p> <p>Students gain experience with relevant equipment and technologies which can be used immediately in industry. The process can be improved by using team-based learning in collaboration with the local employers.</p>
<p>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).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The students can earn an OSHA 10 card.</p>

<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>The students can apply with the International Brotherhood of Electrical Workers (IBEW). Upon acceptance into their union, students can complete an AAS from the college as they complete the requirements for the union position of journeyman.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are two articulation agreements. There is a 2+2 option with Southern Illinois University and a 3+1 agreement with Northern Illinois University.</p> <p>The students can apply with the International Brotherhood of Electrical Workers (IBEW). Upon acceptance into their union, students can complete an AAS from the college as they complete the requirements for the union position of journeyman.</p>
<p>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? What opportunities exist for other partnerships?</p>	<p>The college has been working with the local EFE (area career center) with the intension of expanding dual credit opportunities. The college will be exploring employer partnerships and other possible apprenticeship opportunities.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The college has developed frameworks for recruitment and retention of special populations as defined by Perkins V. During FY2022, the college hired a Special Populations Transition Specialist.</p> <p>Special Populations, as defined by Perkins V, includes adults or traditional students with disabilities, low income, preparing for nontraditional fields, single parents, out of workforce, English Learners, homeless, youth in or aged out of foster care, and youth with parent in the military.</p> <p>The Special Populations Transition Specialist helps students along their educational journey by helping diminish obstacles and connecting students to resources as needed.</p> <p>There is a range of support available to students experiencing barriers to their education. The college has developed relations with many organizations with the goal of helping people succeed. The college also developed a resource guide with information about many of these partnerships. It can be found at the following web address: https://www.ivcc.edu/specialpopulations/IllinoisValleyCommunityResourceGuide.pdf#search=crystal%20credi</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>The college hosts two days of professional development annually. There is an interdepartmental committee that develops that professional development offerings for the college. The DEI committee has input in all of the college decision making committees. The college has also initiated a One, Book, One College initiative. The books are selected with the intention of helping to promote DEI concepts.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The college constructed a new technology center in 2014. The Electronics and Electricians courses are offered in the technology center. During the construction of this state-of-the-art facility, the college took guidance from the local industry to develop learning labs that would meet the needs of the regional employers. Since then, the college has invested in mobile PLC trainers as well as various other pieces of test and training equipment.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Multiple methods of formative assessment are used to adjust to student learning needs. The students complete work-based labs, and competency-based assessment is used to assess student learning. Classroom assessments including discussion with members of the advisory committee and post-graduation student surveys are used as forms of summative assessment.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Results are shared at least annually during the internal program review process. Results are shared with the advisory committee, and data is used for the purpose of curricular decision making.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>The lab components have been increasingly more aligned with current industry needs. Discussion with employers has helped identify crucial competencies needed for employment. Student course feedback has illustrated the importance of the work-based learning opportunities. In response to the feedback, additional lab experiences have been developed and implemented.</p> <p>The feedback directly affects the curricular process. The college discusses feedback with the advisory committee and members of industry to determine what skills are needed for employment and advancement.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p>	<p>Student course feedback is generally positive for the Electronics and Electricians courses. The students are satisfied</p>

<p>How is this student satisfaction information collected?</p>	<p>with equipment and facilities. Many feel that the hands-on objectives are essential to their learning process.</p> <p>Student course feedback is collected on a semester by semester basis. Additional opportunities for feedback are being developed for students that have finished or stopped out of the program.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment.</p> <p>Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>The college uses the Chief Executives Manufacturers Committee as a supplement to the program advisory committee. The employers help determine the course offerings, program objectives, and equipment needs. The college has also been working collaboratively with other community colleges in Illinois to develop common objectives and to support each other with equipment and facilities.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>Advisory committee members are satisfied with student preparation. Program and course satisfaction are discussed during each advisory meeting. Prior practice involves a partnership survey with Eastern Arizona College. The longstanding survey is no longer operational. The college is in the process of developing an employer and student satisfaction survey in conjunction with advisory committees.</p>
<p>3.25 What are the program's strengths?</p>	<p>The program has strong relationships with the local manufacturing community. The local employers provide feedback and the college adjusts based on the local and regional needs. The facilities and equipment are modern and aligned with local needs.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The current program has a limited number of options. Stackable certificates would increase the options for students and incumbent workers.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The college would like to utilize employer and employee feedback surveys to help analyze the program quality.</p> <p>The college would also like to increase the number of industry recognized credentials and college certificates being offered within the program.</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Electronics & Electricians Technology				
CIP Code	15.0303, 46.0302				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled					
AAS.EET	39	45	46	42	32
CERT.ELE	66	64	66	50	41
Number of Completers					
AAS.EET	5	3	11	3	13
CERT.ELE	12	9	25	13	12
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes were also compared.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The number of students completing the program in relation to the number of students that declare it as a program of study is low. This would be appropriate if the students' goals were obtaining a electrician/electrical career, and they are leaving for a job before acquiring the certificate or degree. Further research in this area could help determine if a smaller or more flexible certificate would be in more alignment with the skillset required to obtain a successful career in Electronics or Electricity</p> <p>The success rate found for each respective course, in some cases, should be increased. If more students were successful early in the</p>				

	<p>program, more successful candidates would be available for employers. This along with expanding the college's reach will better serve the community and the program goals.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Less than 9% of the students that participated in the program were female during the five years of the review cycle. The IVCC district has a Black population of around 2% and there have been very few Black participants in the program. There is a low completion rate for the certificate and the degree.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>The college has hired a Special Populations Transition Specialist, whose job is to help adult learners and traditionally under-represented populations through their registration and throughout their college experience. This may help support the demographic of students currently enrolled in the program. Continued research is necessary to determine whether students are meeting personal and career goals before they are able to complete a college credential is necessary.</p> <p>Directed marketing to recruit women and Black students into the program may help increase their participation. Once they are engaged in the registration process, the Special Populations Transition Specialist can help support their enrollment and retention.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>No, there have been more male students participating in the program. There have been very few Black students that have participated in the program.</p> <p>The age of the students in the program are similar to the college at large but with less traditional students. More of the students in the program are 30 or over. For FY21, 40% of the EET students were over 30 and only 15% of the students at large at IVCC were over 30. This is in line with the educational goal data, which describes the majority of students preparing for a career or upskilling for their current job.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The diversity within the Electronics and Electricians program does not reflect the district population. First of all, the vast majority of students served in the program are male. The Black population in the district has remained at just under 2% for several years. There has been one or fewer Black students engaged in the program each year for the last five years.</p>
Review Results	
Action	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
Summary Rationale	<p>The program is very responsive to the employers and advisory committee. Many changes happen as discussions develop, and because</p>

<p>Please provide a brief rationale for the chosen action.</p>	<p>of this, large changes are not necessary. Internal curriculum decisions will inform ICCB certificate changes for two new certificates. Recruiting and assessment enhancements will improve decision making going forward.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The college will develop a process to assess the satisfaction employers have with student career preparation. A similar process will be developed to inquire the satisfaction level of students that have finished or stopped out of the program.</p> <p>Additional certificates will be developed to increase the entry and exit points of the program, and industry recognized credentials will be explored for inclusion into the program.</p> <p>Directed marketing will be developed to reach the underserved populations.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>N/A</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Targeted marketing and supports are being developed and strengthened for special populations as defined by the Career and Technical Education for the 21st Century Act. The college needs to do a better job of reaching and engaging traditionally underserved populations.</p>
<p>Resources Needed</p>	<p>Survey Instrument, Directed Marketing</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Academic Affairs</p>

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2017-2021		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Electrical Construction Technology (AAS.ELE)	AAS	60	46.0302	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<p>The Electrical Construction Technology AAS degree is part of a cooperative agreement with the NECA-IBEW Local 176 Joint Electrical Apprenticeship and Training Center (JATC) journeyman training program. The program has been aligned with the curriculum and student outcomes for all Electrician courses offered by the college.</p> <p>The NECA-IBEW Local 176 Joint Electrical Apprenticeship and Training Center provides instruction for apprentices and journeymen who work in the Electrical (Inside Wireman) industries.</p> <p>The nationally supported state-of-the-art curriculum prepares individuals for construction, service, and maintenance work in the residential, commercial, and industrial sectors. Training consists of theoretical and proficiency-based instruction for all segments of the marketplace.</p> <p>Apprentices can achieve journeyman status after successfully completing a five-year program for Inside Wiremen. Advanced specialized courses are also available to qualified journeymen in such fields as Supervision/Project Management, Fiber Optics, Photovoltaic, High Voltage Splicing/Testing, Industrial Automation, Instrumentation, and Safety.</p>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are		<p>The overall success rate for the Electricity courses was 82.06% in FY21, 94.38% in FY20, 89.09% in FY19, 98.84% in FY18, and 99.34 % in FY17.</p>		

<p>being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>The overall success rate for the Electronics courses was 98.37% in FY21, 98.72% in FY20, 98.36% in FY19, 96.43 in FY18, and 91.38% in FY17.</p> <p>The following assessment methods are being used:</p> <ol style="list-style-type: none"> 1. Observation 2. Students performing tasks or labs successfully 3. Quizzes 4. Discussion with industry and advisory boards. <p>The Electrical Construction Technology program takes part in an annual program review that analyzes student outcomes and assessment data. The results are shared and discussed with the advisory committee.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>During the last review cycle, it was determined that the college would work with the JATC to realign the curriculum with student outcomes and reduce the overall credit hour requirement to 60.</p> <p>In 2018, the curriculum was realigned and the degree requirement was reduced from 65.5 credits to 60 credits.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Mathew Kenny- Training Director, JATC Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President for Academic Affairs Gary Roberts – Vice-President for Academic Affairs Dawn Watson – IR Data Analyst</p> <p>The Training Director developed and assessed the program objectives, supplied data and analyzed the effectiveness of the program outcomes.</p> <p>The Dean, Vice President for Academic Affairs, and Associate Vice President for Academic Affairs evaluated the effectiveness of the program related to industry and institutional effectiveness.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The JATC uses a board of directors similar to the college’s advisory committee. The board is composed of four IBEW members and four members of the construction industry.</p>

CTE Program Review Analysis																
<p>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.</p>																
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no prerequisites for entry into the program.</p>															
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The degree has 60 credits.</p>															
Indicator 1: Need	Response															
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The data was analyzed for the following SOC codes:</p> <p>17-3012: Electrical and Electronics Drafters 17-3023: Electrical and Electronic Engineering Technologists and Technicians 17-3024: Electro-Mechanical and Mechatronics Technologists and Technicians 47-1011: First-Line Supervisors of Construction Trades and Extraction Workers 47-3013: Helpers--Electricians 49-2094: Electrical and Electronics Repairers, Commercial and Industrial Equipment 49-2097: Audiovisual Equipment Installers and Repairers 47-2111: Electricians 49-2098: Security and Fire Alarm Systems Installers 49-9097: Signal and Track Switch Repairers 51-2028: Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers</p> <p>Job posting and hiring data from Lightcast (EMSI) was reviewed for Illinois for a six-month period of fiscal year 22. The data follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Occupation</th> <th style="text-align: center;">Avg. Monthly Posting</th> <th style="text-align: center;">Avg. Hires</th> </tr> </thead> <tbody> <tr> <td>Electrical and Electronics Drafters</td> <td style="text-align: center;">39</td> <td style="text-align: center;">19</td> </tr> <tr> <td>Electrical and Electronic Engineering Technologists and Technicians</td> <td style="text-align: center;">175</td> <td style="text-align: center;">95</td> </tr> <tr> <td>Electro-Mechanical and Mechatronics Technologists and Technicians</td> <td style="text-align: center;">77</td> <td style="text-align: center;">15</td> </tr> <tr> <td>First-Line Supervisors of Construction Trades and Extraction Workers</td> <td style="text-align: center;">121</td> <td style="text-align: center;">1005</td> </tr> </tbody> </table>	Occupation	Avg. Monthly Posting	Avg. Hires	Electrical and Electronics Drafters	39	19	Electrical and Electronic Engineering Technologists and Technicians	175	95	Electro-Mechanical and Mechatronics Technologists and Technicians	77	15	First-Line Supervisors of Construction Trades and Extraction Workers	121	1005
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	Helpers--Electricians	1	49	
	Electrical and Electronics Repairers, Commercial and Industrial Equipment	3	43	
	Audiovisual Equipment Installers and Repairers	31	44	
	Electricians	130	1343	
	Security and Fire Alarm Systems Installers	24	99	
	Signal and Track Switch Repairers	3	43	
	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	84	430	
	EMSI 2021.2 projects an increased need for the local 8-county region in the SOC code careers found below:			
		Occupation	Percent Change Jobs 2021-2026	
		Electrical and Electronic Engineering Technologists and Technicians	7	
	First-Line Supervisors of Construction Trades and Extraction Workers	8		
	Helpers--Electricians	1		
	Electrical and Electronics Repairers, Commercial and Industrial Equipment	3		
	Audiovisual Equipment Installers and Repairers	1		
	Electricians	2		
	Security and Fire Alarm Systems Installers	13		
	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	8		
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	From 2016-2020, the demand was growing at a greater rate for First-line supervisors and Electricians at 16% and 9% respectively.			
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>The college utilizes data from IDES, EMSI, and the Bureau of Labor Statistics. Data is analyzed and reviewed during program and curriculum decision making, annual internal program reviews, and annual advisory committee meetings.</p> <p>The JATC analyzes local employment data to determine the number of students to select for the apprenticeship program.</p>			
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g.	The JATC uses local labor demand to determine the number of students to admit into the program. The labor union (IBEW) has a marketing plan, which includes visits and outreach to area high schools and regional colleges.			

how/where are students recruited for this program?)	The JATC and IBEW participate in the Career Expo at the college. During the event, around 1,000 students learn about the different construction careers and complete hands-on activities. These events did not take place during the pandemic.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The JATC and IBEW has quarterly board meetings to discuss the program's success. The college and the JATC meet annually to discuss curriculum alignment and adjustments based on labor market and employer data.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The college will continue the collaboration with the JATC. There are no current plans for curriculum changes.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	The JATC and IBEW support all of the costs associated with their part of the learning agreement. The college supports 21 credit hours of the technical credit requirement as part of the apprenticeship agreement. For the 60 credit AAS degree, the 21 credits are IVCC led technical instruction at the JATC. Students also have to complete 15 credits of general education courses, either at IVCC or the district where they live. Normal instructional costs are incurred by the college for the general education courses. For the 21 credits of IVCC led technical instruction, IVCC pays the part-time instructors, and this cost is offset by tuition collected for the technical and general education coursework.
2.2 What are the findings of the cost-effectiveness analysis?	Currently, the agreement does not incur additional costs for the 21 credits of college led technical instruction. The general education costs are the same across all programs.
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? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The students pay 20% of the college tuition rate and a \$5 registration fee. The students taking part in the apprenticeship are paid members of the IBEW local union, and they receive the training as part of their membership dues. There is a sliding

<p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>wage scale based on the number of hours of training that the union member has received.</p> <p>The students are responsible for the general education coursework requirement of the AAS degree. These students would be eligible for the same support as any other IVCC student at large.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p> <p>The college also offers several tuition waiver initiatives such as a free course for students who complete the high school equivalency program, credit for prior learning, and, during FY22 and FY23, the college has provided retention and recruitment waivers.</p>														
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>As of yet, there has not been a documented barrier for students to complete the program due to cost.</p>														
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The college will continue to collaborate with JATC and IBEW to ensure that students are not missing out on the opportunity to participate in the apprenticeship due to financial barriers.</p>														
<p>Indicator 3: Quality</p>	<p style="text-align: center;">Response</p>														
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>The delivery methods for the program include traditional and work-based learning. The following table illustrates the success rate of the courses found in the agreement.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4" style="text-align: center;">Student Success Percentage</th> </tr> <tr> <th style="text-align: center;">FY17</th> <th style="text-align: center;">FY18</th> <th style="text-align: center;">FY19</th> <th style="text-align: center;">FY20</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">IBEW/IVCC Courses</td> <td style="text-align: center;">99.34</td> <td style="text-align: center;">98.84</td> <td style="text-align: center;">98.38</td> <td style="text-align: center;">98.72</td> </tr> </tbody> </table>		Student Success Percentage				FY17	FY18	FY19	FY20	IBEW/IVCC Courses	99.34	98.84	98.38	98.72
	Student Success Percentage														
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IBEW/IVCC Courses	99.34	98.84	98.38	98.72											
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program uses IBEW approved curriculum. The JATC board constructs and delivers the program curriculum. The decision-making group is composed of four members of the JATC and four members of the construction industry. The IBEW is a nationally recognized organization, and the IBEW supports organizations, such as Chicago Women in Trades (CWIT). The goal of CWIT is to support and advocate for training women in the Chicagoland area. The IBEW also supports pre-apprenticeship as a means of expanding access to the IBEW and extending the hand of opportunity beyond traditional demographic and regional borders.</p>														
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p>	<p>The program is a cooperative agreement with the IBEW labor union.</p>														

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The program leads to the completion of a union apprenticeship and journeyman status.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>This collaboration allows students to complete a college credential while completing a union apprenticeship. Two courses, math and a social science, are embedded within the content. Students must complete additional general education courses to meet the requirements for the AAS degree.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>No</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students participating in the apprenticeship work in the construction and manufacturing industry during the apprenticeship training. There are six periods of increasing skills and accountability during the five-year process. The work-related learning experiences are mandatory throughout the process.</p> <p>The JATC and IBEW put an emphasis on the work-based training model. This gives participants direct experience in the field.</p>
<p>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).</p>	<p>The IBEW is a nationally recognized organization.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The students that complete the program receive an AAS degree as well as journeyman status with the IBEW.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>This program is an apprenticeship model.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination</p>	<p>N/A</p>

pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The AAS degree is transferable to Northern Illinois University and counts toward a BS of Technology in Advanced Manufacturing.
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? What opportunities exist for other partnerships?	No. The JATC and IBEW work very close to industry and adjusts based on industry needs.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The IBEW is a nationally recognized organization, and the IBEW supports organizations such as Chicago Women in Trades (CWIT). The goal of CWIT is to support and advocate for training women in the Chicagoland area. The IBEW also supports pre-apprenticeship as a means of expanding access to the IBEW and extending the hand of opportunity beyond traditional demographic and regional borders.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	The JATC instructors participate in a national training conference once per year. Their instructors have access to IVCC's Center for Excellence in Teaching, Learning, and Assessment at IVCC. The JATC has access to state-of-the-art training facilities and curriculum because of their position in industry.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The JATC instructors are invited to the college for professional development. There is an interdepartmental committee that develops professional development offerings for the college. The DEI committee has input in the college decision making committees. The college has also initiated a One Book, One College initiative. The books are selected with the intention of helping to promote DEI concepts.
3.17 What is the status of the current technology and equipment used for this program?	The JATC has access to state-of-the-art training facilities and curriculum because of their position in industry.
3.18 What assessment methods are used to ensure student success?	Multiple methods of formative assessment are used to assess student learning needs. The students complete work-based labs, and competency-based assessment is used to assess student learning outcomes. Classroom assessments include discussion with members of the advisory committee.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared at least annually during the internal program review process. Results are shared with the advisory committee, and data is used for the purpose of curricular decision making.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on	The college and JATC used the knowledge gained from student assessment to adjust the content of the AAS degree. It was determined that many learning opportunities were embedded

the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	or not necessary within existing courses. Introduction to Electronics and Introduction to Welding were removed due to the scope of the career these students are preparing for. Industrial Safety was removed because the topics are covered in the OSHA 30 course. Because of these redundant outcomes, in 2018, it was decided to reduce the number of credit hours from 65.5 to 60.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	One hundred percent of students that complete the program receive journeyman status in the IBEW. Students are completing direct skill-based tasks for the five-year duration of the program.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	IVCC's Electronics and Electricians advisory committee informs the college of current industry needs, suggests curriculum changes, and recommends best practices in facilities and equipment. The JATC board makes curriculum suggestions pertaining to the non-IVCC credit. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The IBEW handles industry communication. They collaborate with several of the stakeholders in the construction industry. These representatives come from manufacturing, residential construction, and commercial construction.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are extremely satisfied. Students that complete the five-year program have received journeyman status. They have worked with seasoned journeyman for five years by the time they finish the program.
3.25 What are the program's strengths?	One hundred percent of students that complete the program receive journeyman status in the IBEW. Students are completing direct skill-based tasks for the five-year duration of the program.
3.26 What are the identified or potential weaknesses of the program?	This is limited access program. The program can only serve the number of students the JATC accepts each year. The success and retention rate of the JATC apprenticeship program exceeds that of the traditional pathway.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Electrical Construction Technology (AAS.ELE)				
CIP Code	46.3032				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	76	105	112	119	139
Number of Completers	11	10	12	7	38
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes were also compared.				
How does the data support the program goals? Elaborate.	The number of students completing the program in relation to the number of students that declare it as a program of study is very high. It seems that many of the barriers associated with college education are reduced for those that enter the apprenticeship model in comparison to the traditional model. Students are participating in a paid, related work experience throughout the apprenticeship. The students travel through the apprenticeship in a cohort model, and their schedules are clear during the period of time that courses are offered.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Over 98% of students are successfully completing the program.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the	The JATC and IBEW use directed marketing to recruit women and Black students into the program.				

college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	Over 90 percent of the students participating the program are 20 or older, as compared to 50% for the college at large. Less than 10% of the participants are female. There are fewer Hispanic students (<2%) participating in the program vs. around 8% for the college at large.
Are the students served in this program representative of the district population? Please explain.	Over 90 percent of the students participating in the program are 20 or older. Less than 10% of the participants are female. There are fewer Hispanic students (<2%) participating in the program vs. around 9.5% for the 3-county area that was reviewed.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Over 98% of students are successfully completing the program. Students are employed throughout the program in a related area. Students are granted IBEW journeyman status when they complete the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The JATC and IBEW will continue to promote the apprenticeship to the under-represented populations. They will continue to support pre-apprenticeship programs to help fill any learning gaps in those populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The JATC and IBEW will continue to promote the apprenticeship to the under-represented populations. They will continue to support pre-apprenticeship programs to help fill any learning gaps in those populations.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Academic Affairs and the JATC