Fiscal Year 2020

COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

Submitted to the

Illinois Community College Board

Illinois Valley Community College

District 513
815 N. Orlando Smith Rd.
Oglesby, Illinois 61348
Contact: Deborah Anderson, Ph.D.
Vice President for Academic Affairs
Telephone: (815) 224-0406
Fax: (815) 224-3033
Email: Deborah_Anderson@ivcc.edu

Program Review Cover Page

College	Illinois Valley Community College
District Number	513
Contact Person (name, title, contact information)	Dr. Deborah L. Anderson, Ph.D. Vice President for Academic Affairs 815 N Orlando Smith Rd Oglesby, IL 61348 815-224-0405 deborah_anderson@ivcc.edu
Fiscal Year Reviewed:	2019

Directory of Reviews Submitted

Academic Disciplines

COLLEGE NAME:	Illinois Valley Community College
ACADEMIC YEARS REVIEWED:	Summer 2014 – Spring 2019
DISCIPLINE AREA:	Humanities and Fine Arts

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.

Program Objectives What are the objectives/goals of the discipline?	The Division of Humanities, Fine Arts, and Social Sciences introduces students to curricula specifically designed to engender a search for truth, a respect for and an understanding of the appreciation of the arts, and various cultural, communication, historic, and social science perspectives contributed by diverse communities.
To what extent are these objectives being achieved?	Through rigorous academic coursework, faculty challenge students to think strategically and expand their perspectives by providing a foundation for passionate engagement based on collaboration, respect for self and others, personal integrity, and a strong sense of community. This is measured through participation in IVCC's college-wide General Education Assessment program.
How does this discipline contribute to other fields and the mission of the college?	The Humanities and Fine Arts areas provide general education and related elective subjects in fulfillment of degree and transfer requirements.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	- A new faculty member was hired to fill a vacancy in the Spanish Department. Spanish course offerings were revised to Beginning and Intermediate Spanish classes in compressed, 8-week formats. This has proven to be very popular with students. - Course offerings have been trimmed to match our declining enrollments, - Dual credit offerings have been expanded. - Some faculty have strengthened their online teaching skills by participating in trainings to offer fully online or blended courses.

REVIEW ANALYSIS

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

Indicator 1: Need	**Response**

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Faculty regularly review and evaluate their course materials and textbooks. The dean may begin or otherwise help this process. Courses that change mode of instruction (or change other major items) are brought to our Curriculum Committee for approval.
1.2 How will students be informed or recruited for this discipline?	Our faculty and dean participate in general college recruiting events, such as Explore IVCC, Career Expo Day, and New Student Orientations.
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?	There have not been any.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Roughly 85 courses are offered each semester in these disciplines. "Introduction to Theatre," "Comparative Religion," "Fundamentals of Speech," "Introduction to Film," and "Women through Cultures and Centuries" are regularly at capacity.
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?)	Salary and operating expenses are the major costs associated with this discipline, which is similar to other baccalaureate/transfer disciplines. More specifically, the operational costs include printing, maintenance of aging equipment (e.g., pianos needing tuning and repairs), copyright and royalties for musicals, and professional development of our faculty. The 5-year personnel average reveals 10 full-time faculty and 6 part-time faculty in these content areas.
2.2 What steps can be taken to offer curricula more cost-effectively?	The dean needs to better manage course offerings as it relates to enrollment trends.
2.3 Is there a need for additional resources?	More credentialed part-time faculty are needed.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 Are there any alternative delivery methods of this discipline? (E.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Courses in our discipline are offered in the traditional face to face format, fully online, and blended. One semester, three faculty team-taught an "Introduction to the Humanities" course.
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?	The dean has access to the success rates of a single course taught in more than one delivery method. The dean looks for trends over time. The dean speaks with faculty involved in the teaching of these courses to discuss observations and to make changes to the course or its method of delivery, if needed. This comparison is used most especially during the examination of dual credit instruction.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	A pre- and post-tenure review system for full-time faculty is in place, which includes administrator observations, faculty self-reflections, and a student course feedback instrument. Administrator observations and a student course feedback instrument are in use for part-time faculty as well.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Our regular, college-wide professional development offerings are delivered through in-services, Development Days, and workshops and institutes offered by our Center for Excellence in Teaching, Learning, and Assessment. Full-time faculty have access to professional development funds to pay for graduate coursework, travel, or instructional materials. Part-time faculty take advantage of college resources and have access to our Adjunct Faculty Development Academy.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	One
3.6 How does the discipline identify and support "at-risk" students?	Through the past five years, faculty have been asked to identify "at risk" students in a number of ways, including an experimental trial with software (Starfish). Currently, faculty use a Student Retention Alert Form, which routes the concern to the appropriate student resource for follow up (Counseling, Financial Aid, Tutoring, Disability Services, etc.).
3.7 To what extent is the discipline integrated with other instructional programs and services?	The discipline is well integrated. These programs are housed in a division alongside English, Speech Communication, and Education. The interplay and exchange of ideas and resources occurs regularly among all these different content areas. Some faculty are credentialed in more than one area and teach in two disciplines, thus embodying a cross-disciplinary exchange.
3.8 What does the discipline or department review when developing or modifying curriculum?	Best teaching practices, which include best instructional methods and delivery of content (including textbooks), are reviewed. An African American History course was recently recreated in response to Illinois legislation that mandated high school graduates complete a unit of study in this area. The strength and skills of the instructor are examined when determining the best mode of content delivery.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The dean looks for trends over time. These measures include using student course evaluation forms to begin conversations about classroom policies or perceptions, scrutinizing the syllabus in order to give feedback on assignments or reading material, and speaking candidly with faculty about ways to reverse worrisome trends.
3.10 How does the college determine student success in this discipline?	Student success is determined by a grade of C or higher.

3.11 Did the review of quality result in any actions or modifications? Please explain.	Faculty are encouraged to supplement on-campus workshops and trainings with state and national offerings. Many take advantage of both to improve teaching and delivering content.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

- Declining enrollments threaten full-time faculty's ability to make load.
- Dual Credit growth and expansion has pulled some full-time faculty from our main campus to sites throughout the district.

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	Humanities and Fine Arts
COURSE TITLE	ART-1000 Art Survey ART-1001 Introduction Photography ART-1002 Drawing I ART-1005 Design I ART-1007 Painting I ART-1009 Ceramics I ART-1010 Art Survey II ART-1012 Drawing II ART-1015 Design II ART-2000 Life Drawing ART-2009 Ceramics II FEN-1001 Elementary French I FEN-1002 Elementary French II FEN-1010 Conversational French II FEN-2001 Intermediate French I FEN-2002 Intermediate French II FEN-2003 Composition & Conversation FLM-2009 The Art of The Film FLM-2010 Film Art & Literature GEN-2000 Women Through Cult & Centuries GEN-2001 Women in Ancient Cultures GEN-2002 Women in Literature GER-1000 Conversational German GER-1001 Elementary German I GER-1002 Elementary German II GER-1010 Conversational German II GER-2001 Intermediate German I GER-2002 Intermediate German II GER-2003 Composition & Conversation GER-2004 Survey of German Literature

	HFA-1007	Spec Topics/Human & Fine Art
	HFA-1201	S/T:Learn Community Seminar
	HIS-1000	History of Western Civiliz I
	HIS-1001	History Western Civiliz. II
	HIS-1002	British History I
	HIS-1003	History Eastern Civilization
	HIS-1004	British History II
	HIS-1005	American Labor History
	HIS-1006	African American History
	HIS-2005	History & Culture Third World
	HIS-2006	History Middle Eastern Civiliz
	HIS-2007	History & Civilization China
	HIS-2008	Modern Africa
	HIS-2010	Special Topics in History
	ITL-1000	Conversational Italian I
	ITL-1010	Conversational Italian II
	LIT-2000	Survey of American Lit I
	LIT-2001	Major English Writers I
	LIT-2004	Drama/Poetry
	LIT-2005	Children's Literature
	LIT-2006	World Literature in Trans I
	LIT-2010	Survey of American Lit II
	LIT-2011	Major English Writers II
	LIT-2013	Fiction
	LIT-2021	Intro To Shakespeare I
	LIT-2023	Science Fiction
	PHL-1001	Introduction To Philosophy
	PHL-1002	Ethics
	PHL-1003	Philosophy of Religion
	PHL-1005	Logic
	PHL-1013	Comparative Religions
	MUS-1000	Music Appreciation
	MUS-1002	Music Theory I
	MUS-1012	Music Theory II
	MUS-2002	Music Theory III
	MUS-2012	Music Theory IV
	SPN-1001	Elementary Spanish I
	SPN-1002	Elementary Spanish II
	SPN-1010	Conver Spanish for Profess
	SPN-1020	Convers Spanish Prof - Mod 1
	SPN-1030	Convers Spanish Prof - Mod 2
	SPN-1040	Convers Spanish Prof - Mod 3
	SPN-1200	Conv. Spanish for Medical Pers
	SPN-1300	S/T:Command Spanish
	SPN-2001	Intermediate Spanish I
	SPN-2002	Intermediate Spanish II
	SPN-2003	Composition and Grammar
	SPN-2004	Survey of Spanish Literature
	SPN-2005	Survey Spanish-American Lit

	THE-1005 Theatre Play Production THE-1006 Acting THE-2001 Oral Interpretation THE-2002 Introduction To Theatre THE-2005 Theatre Play Production				
COURSE DESCRIPTION	See pages				
	YEAR 1 - FY15	*YEAR 2 - FY16*	*YEAR 3 – FY17*	*YEAR 4 – FY18*	*YEAR 5 – FY19*
NUMBER OF STUDENTS ENROLLED					
ART-1000	217	136	140	172	111
ART-1001					
ART-1002			34	27	33
ART-1005			25	24	32
ART-1007	6	5		11	7
ART-1009	12	11	10	7	11
ART-1010	83	83	83	78	35
ART-1012			14	9	8
ART-1015			10	9	7
ART-2000					
ART-2009	1			1	2
FEN-1001	6	7	6	15	8
FEN-1002	8	4	1	6	4
FEN-1010					
FEN-2001	1	2	3	2	1
FEN-2002	1	3	1		2
FEN-2003					
FLM-2009	79	82	60	76	80
FLM-2010	33	11	25		16
GEN-2000	43	24	34	30	37
GEN-2001	20	21	6	11	15
GEN-2002	25	13	15	18	
GER-1000		1			
GER-1001	6	13	4	4	
GER-1002	5	7	3	1	
GER-1010					
GER-2001	2	5	7	1	
GER-2002		6	2		
GER-2003					
GER-2004					
HFA-1007	19	4	1	3	4
HFA-1000			21		
HIS-1000	202	245	149	228	129

HIS-1001	89	88	86	93	67
HIS-1003					
HIS-1005					
HIS-1006					
HIS-2005					
HIS-2006	15	9	8		
HIS-2007	12	16	6	6	5
HIS-2008	16	6	8		
HIS-2010	1	1	5		2
ITL-1000	3	3	4	2	
ITL-1010	2	1	3	1	2
LIT-2000			7	12	
LIT-2001	9				
LIT-2004					
LIT-2005	40		37	43	39
LIT-2006					
LIT-2010	9		13	8	9
LIT-2011	8		1		10
LIT-2013	31		14	24	13
LIT-2021					1
LIT-2023					
MUS-1000	388	476	397	442	389
MUS-1002	6	6	11	8	9
MUS-1012	4	4	5	3	5
MUS-2002					
MUS-2012					
PHL-1001	187	179	164	162	148
PHL-1002	111	130	144	142	126
PHL-1003	33	33	32	52	24
PHL-1005	34	34	33	23	20
PHL-1013	44	50	76	64	62
SPN-1001	103	65	60	68	58
SPN-1002	51	57	50	47	46
SPN-1010		3	2		5
SPN-1020					
SPN-1030					
SPN-1040					
SPN-1200	2	1	1	1	1
SPN-1300					
SPN-2001	37	24	29	21	23
SPN-2002	24	24	20	18	23
SPN-2003	1	1	1	1	1
SPN-2004		1			

	YEAR 1 - FY15	YEAR 2 - FY16	YEAR 3 – FY17	YEAR 4 – FY18	YEAR 5 – FY19
THE-1005	12	6	12	16	13
THE-1006	4	3	6	6	4
THE-2001	2	1	2		
THE-2002	237	262	221	228	226
THE-2005	3	5	5	6	6
CREDIT HOURS PRODUCED					
ART-1000	624	408	420	516	315
ART-1001					
ART-1002			50	81	99
ART-1005			25	72	96
ART-1007	15	15		33	21
ART-1009	33	33	30	21	33
ART-1010	234	249	249	234	84
ART-1012			42	27	24
ART-1015			30	27	21
ART-2000					
ART-2009	3			3	6
FEN-1001	24	28	24	60	32
FEN-1002	32	16	4	24	16
FEN-1010					
FEN-2001	4	8	12	8	4
FEN-2002	4	12	4		8
FEN-2003					
FLM-2009	204	246	180	228	240
FLM-2010	96	33	75		48
GEN-2000	129	72	102	90	111
GEN-2001	54	63	18	33	45
GEN-2002	60	39	45	54	
GER-1000		3			
GER-1001	24	52	16	16	
GER-1002	20	24	12	4	
GER-1010					
GER-2001	0	20	28	4	
GER-2002		24	8		
GER-2003					
GER-2004					
HFA-1007	41	12		3	12
HFA-1000			63		
HIS-1000	549	735	447	684	180

HIS-1001	219	264	258	279	147
HIS-1003					
HIS-1005					
HIS-1006					
HIS-2005					
HIS-2006	39	27	24		
HIS-2007	30	48	18	18	15
HIS-2008	42	18	24		
HIS-2010	3	3	15		6
ITL-1000	9	9	12	6	
ITL-1010	6	3	9	3	6
LIT-2000			21	36	
LIT-2001	27				
LIT-2004					
LIT-2005	111		117	129	117
LIT-2006					
LIT-2010	27		39	24	27
LIT-2011	24		3		30
LIT-2013	81		114	72	39
LIT-2021					3
LIT-2023					
MUS-1000	1101	1428	1191	1326	762
MUS-1002	24	20	44	32	36
MUS-1012	8	16	20	12	20
MUS-2002					
MUS-2012					
PHL-1001	504	537	492	489	438
PHL-1002	300	390	432	429	378
PHL-1003	99	99	96	156	72
PHL-1005	96	102	99	69	60
PHL-1013	126	150	228	192	186
SPN-1001	324	256	240	272	232
SPN-1002	172	228	200	188	184
SPN-1010		9	6		15
SPN-1020					
SPN-1030					
SPN-1040					
SPN-1200	6	3	3	3	3
SPN-1300					
SPN-2001	136	96	116	84	92
SPN-2002	88	96	80	72	92
SPN-2003	3	3	3	3	3
SPN-2004		3			

THE-1005	36	18	36	48	39
THE-1006	12	9	18	18	12
THE-2001	6	3	6		
THE-2002	690	786	663	684	678
THE-2005	6	15	15	18	18
	YEAR 1 - FY15	*YEAR 2 - FY16*	*YEAR 3 – FY17*	*YEAR 4 – FY18*	*YEAR 5 – FY19*

SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS

ART-1000	86.80	89.06	87.60	93.41	91.43
ART-1001					
ART-1002			93.75	85.19	92.59
ART-1005			100.00	75.00	84.62
ART-1007	80.00	100.00		90.91	100.00
ART-1009	100.00	100.00	100.00	100.00	100.00
ART-1010	91.03	91.43	91.46	90.54	97.06
ART-1012			92.31	100.00	87.50
ART-1015			100.00	100.00	100.00
ART-2000					
ART-2009	100.00			100.00	100.00
FEN-1001	100.00	71.43	100.00	100.00	100.00
FEN-1002	100.00	100.00	100.00	100.00	100.00
FEN-1010					
FEN-2001	100.00	100.00	100.00	100.00	100.00
FEN-2002	100.00	100.00	100.00		100.00
FEN-2003					
FLM-2009	79.41	82.61	89.29	79.69	81.94
FLM-2010	96.88	72.73	79.17		87.50
GEN-2000	86.05	91.30	93.94	86.21	83.78
GEN-2001	88.89	75.00	75.00	100.00	100.00
GEN-2002	80.00	90.00	69.23	82.35	
GER-1000		100.00			
GER-1001	100.00	84.62	100.00	66.67	
GER-1002	100.00	100.00	100.00	100.00	
GER-1010					
GER-2001	0.00	100.00	100.00	100.00	
GER-2002		83.33	100.00		
GER-2003					
GER-2004					
HFA-1007	94.12	100.00	0.00	100.00	100.00
HFA-1000			85.71		
HIS-1000	82.51	84.83	88.00	87.25	91.74

HIS-1001	91.78	84.62	82.19	87.01	80.36
HIS-1003					
HIS-1005					
HIS-1006					
HIS-2005					
HIS-2006	69.23	88.89	100.00		
HIS-2007	90.00	92.86	100.00	100.00	60.00
HIS-2008	78.57	80.00	75.00		
HIS-2010	100.00	100.00	80.00		100.00
ITL-1000	100.00	66.67	100.00	100.00	
ITL-1010	100.00	100.00	100.00	100.00	100.00
LIT-2000			100.00	91.67	
LIT-2001	100.00				
LIT-2004					
LIT-2005	86.49		89.19	72.97	88.89
LIT-2006					
LIT-2010	88.89		92.31	100.00	100.00
LIT-2011	100.00		0.00		88.89
LIT-2013	92.59		81.82	84.21	91.67
LIT-2021					100.00
LIT-2023					
MUS-1000	89.10	88.59	87.17	89.70	89.10
MUS-1002	83.33	80.00	100.00	87.50	77.78
MUS-1012	100.00	66.67	60.00	100.00	100.00
MUS-2002					
MUS-2012					
PHL-1001	86.31	86.62	83.33	89.36	82.58
PHL-1002	87.00	90.32	87.68	92.37	92.50
PHL-1003	100.00	100.00	86.67	95.45	91.67
PHL-1005	93.75	90.91	93.33	95.45	100.00
PHL-1013	97.62	91.67	94.29	91.67	96.67
SPN-1001	88.89	93.10	98.21	94.83	90.74
SPN-1002	100.00	92.00	91.49	97.87	92.86
SPN-1010		100.00	100.00		100.00
SPN-1020					
SPN-1030					
SPN-1040					
SPN-1200	100.00	100.00	0.00	100.00	100.00
SPN-1300					
SPN-2001	100.00	95.65	96.43	88.24	100.00
SPN-2002	95.45	95.83	94.74	100.00	100.00
SPN-2003	100.00	100.00	100.00	100.00	100.00
SPN-2004		100.00			

THE-1005	100.00	100.00	83.33	100.00	90.91
THE-1006	100.00	100.00	100.00	100.00	100.00
THE-2001	100.00	100.00	100.00		
THE-2002	86.96	92.52	89.81	94.62	94.20
THE-2005	50.00	100.00	100.00	100.00	100.00
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
	GECC	MAJOR			
ART-1005		ART 907			
ART-1000	F2 901				
ART-1010	F2 902				
ART-1015		ART 908			
FEN-2002	H1 900				
FLM-2009	HF 900				
GEN-2000	H9 900				
GEN-2001	HF 907D				
GEN-2002	H3 911D				
GER-2002	H1 900				
HFA-1000	HF 900				
HIS-1000	H2 901				
HIS 1001	H2 902				
HIS 1003	S2 920N				
HIS 2000	S2 900				
HIS-2001	S2 901				
HIS-2002	S2 920N				
HIS 2005	H2 903N				
HIS-2006	S2 920N				
HIS-2007	S2 920N				
HIS-2008	S2 920N				
LIT-2000	H3 914				
LIT-2001	H3 912				
LIT-2005	H3 918				
LIT-2006	H3 906				
LIT-2010	H3 915				
LIT 2011	H3 913				
LIT-2012	H3 907				
LIT-2013	H3 901				
LIT-2021	H3 905				
LIT-2031	H3 905				
MUS-1000	F1 901				
PHL-1001	H4 900				
PHL-1002	H4 904				
PHL-1003	H4 905				
PHL-1005	H4 906				

PHL-1013	H5 904N				
SPN-2002	H1 900				
THE-1006		TA 914			
THE-2002	F1 908				
How does the data support the course goals? Elaborate.	The data reveals that students complete courses successfully. Persistence, retention, and success rates are among the metrics this division makes central as it weighs its priorities each year.				
What disaggregated data was reviewed?	Disaggregated data includes the following common breakdowns: gender, race, county, geographic area, employment status, age, ethnicity, credit hour (part- or full-time), and degree/certificate completed.				
Were there identifiable gaps in the data? Please explain.	It is hard to measure trends across semesters when a course is not consistently offered.				

ACADEMIC COURSE REVIEW RESULTS

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• Ongoing: course offerings must continue to match enrollment patterns. • Ongoing: courses that routinely fill to capacity should be offered more frequently or with more sections per semester.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The division has pivoted a bit during this review cycle because of new leadership when the previous dean retired. There was also a reorganization of the college's Academic areas. Overall, the division continues to provide essential coursework for degree-seeking and transfer students, while providing the bulk of the college's dual credit offerings. This division has led the campus in offering the most blended and online offerings, with attendant preparation and professional development for its faculty to deliver this content in line with best practices. Our faculty remain committed to ensuring our students are skilled and competent to be productive citizens even at the local level. Several faculty are in advanced degree programs or otherwise engaged in graduate level coursework. In the future, the division will better manage its enrollment to streamline course offerings and continue to benefit from faculty who are credentialed in more than one content area.
Resources Needed	We need more credentialed part-time faculty to teach on campus, at extension sites, and for dual credit courses throughout our district.
Responsibility Who is responsible for completing or implementing the modifications?	The division dean is primarily responsible and may work in conjunction with Curriculum Committee and Assessment Committee.

Student and Academic Support Services	
The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2015-FY2019 (Summer 2014 – Spring 2019)
Review Area:	Disability Services
Program Summary Please provide a brief overview of the program or service being evaluated.	The Disability Services Office (DSO) is charged with supporting IVCC students with a wide variety of disabilities and subsequent limitations with reasonable academic accommodations that ensure equal access to programs, materials, and services. On average, over the past five years, the office has *actively accommodated* approximately 155 students per fiscal year, and has *served*, on average, 314 unique students. There were roughly 1,050 student visits to the office within any given fiscal year. The last figure is a duplicated number. Services students might receive, other than actual accommodations, may include, but are not limited to, assessment of eligibility, assistance with study skills, assistive technology, check-in services to help increase organization and time management strategies, transition services, and limited personal and academic advising. When fully staffed, the office is comprised of one full-time coordinator, a part-time administrative assistant, and a student worker who works 8-10 hours per week.

Prior Review Update Describe any improvements or modifications made since the last review.	The Disability Services Office has undergone several major changes since the last review. First, the office moved from an extremely small space at the rear of the building to a much larger space near the front of the building. This has allowed students greater physical access to the office, has put the office in far more prominent location, and has allowed staff the space to provide multiple services. Second, the staffing pattern of the office changed. For the past five years, the office has operated with one, full-time Disability Services Coordinator, rather than two part-time coordinators. The change has allowed for consistent service provision, as well as improved customer service. Many new initiatives have also followed the physical and personnel changes in the office. • An automated process for tracking services and generating accommodation letters was implemented in 2015. The database has drastically reduced the amount of time needed to generate letters for students. It has also allowed us to track office visits and services. • A half-day summer orientation program for students with disabilities was initiated in 2015. On average, about 15 attendees practice logging into their academic accounts, meet key academic support staff, learn about assistive technology, learn about college from experienced IVCC students, and build confidence as they transition to college. • Note-taking services have changed significantly since the previous report. Using Sonocent's digital note-taking system, the Disability Services Office has gradually decreased reliance on student note-takers, and increased student independence since fall of 2017. Furthermore, Sonocent has allowed IVCC to save significant amounts of money by purchasing 25 lendable institutional licenses, rather than paying individual note-takers by the hour. • One more significant change or improvement to the Disability Services Office, and IVCC as a whole, has been acquiring the student well-being portal called YOU@IVCC. Via an ICCB Perkins grant written by the Disability Services Coordinator, IVCC was the first college of any type in the state of Illinois to offer a completely anonymous, internet based, customizable resource for students seeking help for academic and/or personal issues. Since its inception in fall of 2017, there have been almost 1800 accounts registered, according to the data dashboard included in the administrative panel of YOU@IVCC.

| What are the program/service strengths? | There are several strengths in the Disability Services Office. One key item is the long-term tenure of the office coordinator. Having the same person running the office for nearly twenty years has created consistent service provision, strong ties with both internal and external stakeholders, and a level of expertise and resourcefulness that can only be gained through experience. Another important strength is the ability to recognize the need for, and supply, wrap-around services for students. The Disability Services Office has become part of the Learning Resources department within the last three years. This has allowed for even greater collaboration with other academic support services, such as Peer Tutoring, Writing Center, and student technology services. Furthermore, long-term relationships with a variety of college personnel and familiarity with their services make coordination of support seamless. An emphasis on forward-thinking service provision is also a strength. Digital resources for texts, note-taking, as well as academic and personal support have been initiated or improved upon in the past five years via AccessText, Sonocent, and YOU@IVCC.

Student satisfaction surveys done within the past year also point to strengths within the DSO. In fall of 2018 and 2019, nearly every student surveyed indicated that they were very satisfied with the timeliness of service provision, as well as the friendliness and helpfulness of office staff. In addition, nearly every student respondent indicated that their accommodations were useful, and were an important part of their academic success.

Finally, new data on student success and retention indicates that the above strengths led to good outcomes for students. For the FA18 and SP19 semesters, 78% of accommodated courses were completed with a C or better. Retention rates for students with disabilities came within five percentage points of typical IVCC students. FA18-SP19 retention was 67%, and FA18-FA19 retention was 47%. It should be noted that overall, from FA18-FA19, 72% of active DSO students either continued their coursework or completed a credential. 28% did not return. While eligible students who use services withdraw at the same rates as students who are eligible and do not use services, eligible students who use services have stronger grade point averages than eligible students who do not. In FA18, those who used services had an average GPA of 2.0, while those who did not had an average of 1.5. In SP19, those who used services had |
|---|---|

	an average 2.4 GPA, while those who did not had an average of 1.8.
Based on the review, what are the identified challenges of the program or service?	The biggest challenge of the program is trying to maintain a high quality of diverse service provision with limited staff and resources. There has been inconsistency over the past several years in the part-time administrative assistant position for a variety of reasons. This has shifted even more responsibility onto the Coordinator, and has created a situation where the office cannot always remain open during its usual hours, or office staff are unavailable due to trying to fill multiple roles. Another challenge the DSO has had, historically, is using data to "tell the story" of what happens in the office. While data has been consistently collected in a variety of ways, it has not been effectively collated and presented in a systematic way. This is due to lack of time, skill, and resources to efficiently capture and use data.
Intended Action Steps Please identify strategies or actions based on the challenges listed.	In an effort to continue the amount and level of service the DSO has typically provided, efforts have been made to forge alliances throughout the college with people in other areas that can assist with auxiliary services. Temporary administrative support has been provided on a limited basis. Departmental staff responsible for student and/or faculty technology support have been oriented to assistive technology programs used in the DSO so they can train and support student users. Additional staff have been identified as possible back-up test readers, and assistive technology has been employed as well to help with this task. Within the past year, there has been a concerted effort from the director of the department to collect specific program data and report on it. The information on success in accommodated courses, retention, and GPA relayed earlier in the report is a reflection of this effort. There is now a specific system in place to collect, condense, and report this information. Furthermore, there is now an adequate baseline that will serve as a comparison point for future data collection.

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2015-FY2019 (Summer 2014 – Spring 2019)
Review Area:	Counseling and Advising
Program Summary Please provide a brief overview of the program or service being evaluated.	The IVCC Counseling Center delivers a comprehensive program of education-to-career and immediate personal counseling services that enhance the educational opportunities for all stakeholders. IVCC counselors provide counseling services, including assessments, career and educational planning, strategies to address academic difficulties, and assistance in planning class schedules. Counselors also facilitate the exploration of students' educational goals, with degree guide sheets and electronic resources, exploring major fields of study, understanding general education requirements, and preparing students for university transfer or entry into the workforce, while mapping the path, timeline, expense, and personal resources needed to meet each student's educational goal. The Personal Counseling Assistance Program (P-CAP) provides confidential and professional counseling assistance regarding personal issues that may be adversely impacting student success in college and referrals to appropriate internal services and community agencies. Counselors remain current in new trends and information with regard to academic advising and career counseling by attending various articulation meetings and professional conferences, trainings, workshops, seminars, and statewide meetings. Additionally, during the academic year, monthly staff meetings are held to train and update all staff. Appointments are available throughout the year with the exception of peak registration periods during which "Walk-In" services are provided. Advising and counseling services are also provided at the college's satellite campus, the IVCC Ottawa Center.

Prior Review Update Describe any improvements or modifications made since the last review.	Since the last review, the Counseling Center has made several modifications. *Counseling Department Syllabus* IVCC counselors developed a departmental syllabus that is loaded on to each student's Blackboard account. The syllabus serves as a repository of relevant information for students and includes, but is not limited to, a detailed list of services provided, a departmental directory, and important tips for success. *Improved Orientation Process* After attending the National Academic Advising Association Conference (NACADA), IVCC counselors improved the intake process for our first-time, full-time students by conducting a pre-appointment career interest inventory for each student. This allows counselors to have a better idea of the career interests of their students and, thus, more efficiently serve them by specifically tailoring their academic needs. *Counseling Podcasts* The IVCC Administrative Assistant for Student Services records a regular podcast series that is distributed to students. A myriad of topics is covered, with counseling and advising-related issues included among the recordings. Topics include, but are not limited to, managing stress, anxiety, and transferring courses. *Student Wellness Fair* The IVCC Counseling Center has also been instrumental in developing and supporting a semi-annual Student Wellness Fair, where the goal is to promote the balance of student physical and mental health. Both internal student support departments and external community partners participate. *Retention Alert Process* Since the 2015 review, the IVCC Counseling Center has provided additional support for students that are identified by the teaching faculty as in need of additional support or encouragement. Students are routed to counselors, who then reach out to student(s) via phone or email in order to determine what assistance is needed. *Degree Audit Clean Up & Student Planner Software* The IVCC Counselors have put in a tremendous amount of work cleaning up 20 years' worth of how degrees and certificates were built in the college's information system.

	This was a critical and crucial step in implementing Ellucian's Colleague Student Planner software, which is set to replace Ellucian's Colleague WebAdvisor software at the end of 2021.
What are the program/service strengths?	*Strengths:* • Service to Students – Collectively, IVCC counselors possess decades of experience. The amount of institutional knowledge, academic program expertise, and grasp of the college articulation process are remarkable strengths. In the Spring 2017 administration of the Noel Levitz Student Satisfaction Inventory, academic support services and advising was identified by students as one of IVCC's strengths. • Same Day Call-Back Counselors - The sole responsibility of the call-back counselor is to immediately serve students who call in with questions related to academic advisement and career counseling. This responsibility is shared by counselors on a rotating basis during the week. • First-Come, First-Serve Walk-In Services - By increasing the number of walk-in counselors available to students, IVCC counselors are able to help more students in a shorter amount of time per student. • Availability – Despite several retirements since the last review and decreases in student enrollment, the IVCC Counseling Center was able to stabilize and, in some years, increase its full-time equivalent (FTE) hours of available service to students. Again, this allows for timelier service for students. • Freshman Counseling & Registration (FCR) Program - The FCR is an on-campus orientation process that entails a brief overview of services, a meeting with an IVCC counselor, a training session about how to navigate IVCC's WebAdvisor system, and how to access student network accounts. • Complementary Services (ADV/SAS and IVCC Project Success) – Several years ago, IVCC sought and received funds from the Department of Justice's Office of Violence Against Women to address violence against women on IVCC's campus. The project was administered by IVCC, with collaborating partners that included A Domestic Violence and Sexual Assault Services (ADV & SAS), a not-for-profit domestic violence

	and sexual assault center; the La Salle County Sheriff's Office; Oglesby Police Department; and the Thirteenth Judicial Circuit Family Violence Prevention Council. ADV/SAS now has a physical office located in the IVCC Counseling Center and provides office hours for students who need access to a confidential sexual assault counselor. • Project Success is IVCC's TRiO program and is an extension of the IVCC Counseling Center. TRiO is a federally-funded program designed to improve the retention, transfer, and graduation rates of 160 low-income, first-generation, or disabled college students. Services include workshops and seminars on computer literacy, study skills, time management, and career exploration. Students who participate in Project Success also receive opportunities to attend cultural enrichment events and assistance in obtaining financial aid. Students who qualify for a Pell Grant may also receive additional grants-in-aid.
Based on the review, what are the identified challenges of the program or service?	*Challenges:* • Appointment In-Take Process – A challenge that presents itself is the appointment in-take process. The current in-take process is the typical pencil & paper process. In today's digital age, opportunities exist that could expedite the process in a more discreet manner. • Responding to Enrollment Fluctuations – Continuing to provide the appropriate mix of scheduled appointments and counselor walk-in availability is constantly being reviewed for improvement. This continues to be a challenge through enrollment fluctuations. • Another challenge will be the transition to Ellucian's Colleague Student Planner software. While it will improve the efficiency of the counseling process, adapting it to our current processes will take some time.

Intended Action Steps Please identify strategies or actions based on the challenges listed.	*Intended Action Steps:* • Continuous review of best practices in regards to improving the student in-take process will occur, from evaluating the current appointment management software and comparing to alternative options to synchronization with the college's student information system. • Reviewing peak periods of student traffic and the corresponding counselor work schedules will continue to be crucial in determining scheduling needs. Historical traffic data and counselor feedback will play an integral role in this. • Practice time with the Student Planner module will be scheduled, so that counselors are comfortable with it as it is rolled out to the college community.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2015-FY2019 (Summer 2014 – Spring 2019)
Review Area:	Library

Program Summary Please provide a brief overview of the program or service being evaluated.	Jacobs Library provides access to scholarly resources, as well as a full range of reference and circulation services that are available at the library's service desk during business hours. Patrons may contact library staff by phone, email, text, or online chat for assistance. Library instruction and orientation sessions are held each semester to familiarize students with the resources and services that the library offers. Additionally, the library provides access to on-site technology, such as computers, printers, scanners, and digital collaboration units. The library provides a variety of study spaces, including a Silent Zone, group study rooms, and an Active Learning Space with movable furniture, a collaboration table, and dry erase boards. Outreach events and displays are regularly planned to engage patrons and promote the library's resources and services. The collection comprises 32,000 physical titles and 99,000 electronic titles. The library also subscribes to 70 electronic databases and participates in resource sharing. Our electronic titles comprise 81% of the library's total collection. IVCC anticipates that this trend towards acquiring electronic resources will continue. Additionally, online reference services are offered in order to reach our online patrons.
Prior Review Update Describe any improvements or modifications made since the last review.	In 2015, the library was reconfigured to include more group study space, a dedicated instruction area, and improved aesthetics and flow. The library's Active Learning Space features moveable furniture, dry erase boards, a touch screen projector system, and a collaboration table. This space, when not in use for instruction sessions, can be configured in various

	ways to meet the study and collaborative needs of students. In 2016, instructional video tutorials about library technology and resources were created by library staff and posted on the library's website and distributed to patrons. The library staff consists of 3 full-time librarians, 3 part-time technicians, and 3 student workers. The acquisition of new materials remains a priority, and the library continuously reviews the collections to ensure they meet the needs of the college's curriculum.
What are the program/service strengths?	The library provides patron-centered services and ongoing improvements based on patron needs, including excellent customer service, a diverse range of resources, and adding study spaces as needed. In 2017, the library space was updated and new furniture was purchased for the newly designated Active Learning Space. This space is where students and faculty meet for library instruction, independent study, and can use the library's collaboration table for meetings, webinars, etc.
Based on the review, what are the identified challenges of the program or service?	Some challenges that have been identified are a high rate of staff turnover, decreasing gate count, and communication with faculty. Since 2014, the library has seen a steady decrease in gate count numbers, with an average of 1,857 people per week in 2014 to 686 in 2019. This trend may be a result of a shift to online resources, as well as a decline in student enrollment.
Intended Action Steps Please identify strategies or actions based on the challenges listed.	As part of IVCC's plan to develop a Student Success Center, Jacobs Library will partner with the Writing Center, Peer Tutoring, and the Student Help Desk to offer multiple services in one location. The library will prepare for and migrate to a new library information system in June 2020. This process will involve the migration of existing data and configuration of the new system, as well as offering assistance and training to patrons after the update.

	The library will also replace the current EZProxy authentication system with Open Athens. Collaboration with IVCC's IT department will be required, as well as communication to faculty and students regarding this change.
	In order to improve the library's website, updates will be completed to ensure that it is user friendly and meets accessibility standards.
	After updates to the library's website, information system, and authentication service are complete, staff will update the library's existing YouTube account with new tutorials to provide accurate information and training to patrons.
	The library will create a dedicated sub-committee to focus on outreach activities and promotion.
	The library's leadership model will shift from a Head Librarian to a collaborative 3 librarian leadership team. This team will share responsibility for supervising staff and managing the library. The library leadership team will focus on quality customer service and going beyond the basics to help meet patrons' needs, including continuous staff training and group development meetings.
	Library spaces will be updated to meet the study needs of patrons. This includes adding tables and new collections to the library's reading room, as well as updating the equipment in the library's group viewing room.

Adult Education and English as a Second Language	
COLLEGE NAME:	Illinois Valley Community College
ACADEMIC YEARS REVIEWED:	FY2015 – FY2019 (Summer 2014 – Spring 2019)
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs.	Adult Education: Mission Statement - Adult Education provides a partnership within the community to teach and guide a diverse population of adult learners as they identify and reach their personal goals. One of the goals is to enroll HSE and ESL/Citizenship students in the IVCC district to strengthen literacy and academic levels by offering free classes, on- and off-campus. Bridge/ICAPS programming: Offer career pathways and transition opportunities to students who meet exit criteria. The goal is for students to earn HSE and CTE credentials simultaneously in a fast-track model.
To what extent are these objectives or goals being achieved?	Adult Education has many internal, as well as diverse external WIOA partnerships in the community, that help students meet goals that correlate with state and NRS goals of achievement. Specific goals (Persistence, Educational Functional Attainment, Post Testing, ESL and HSE Completers/Credentialed, Transition to Post-Secondary Education or Employment) are measured through the statewide reporting database (DAISI).
How does this program contribute to other fields and the mission of the college?	IVCC Mission: Illinois Valley Community College provides a high-quality, accessible, and affordable education that inspires individuals and our community to thrive. Adult Education is in alignment with the college's mission in offering free, ICCB supported, accessible Adult Education services. Adult Education completers feed into certification programs, e.g., CNA, Truck-Driver Training, Phlebotomy, Paramedic, Welding, and other CTE programs.

How is the college working to help students transition into postsecondary education?	IVCC offers HSE completers the opportunity to take their first IVCC class tuition-free. Merit-based scholarships are also offered to HSE completers. The IVCC Foundation Office provides scholarships to Bridge program completers. Adult Education has a strong partnership with IVCC's Health and Manufacturing credit programs. These create career pathways that transition to post-secondary education. Adult Education is implementing ICAPS models in those areas, as well as a bridge to hospitality in the fall 2020 semester.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	• Adult Education is offering more career pathways and transition programs, e.g., Bridge/ICAPS. • Improved pathway to Citizenship through classes, counseling, and referrals. • Enhanced monitoring and follow-up with Adult Education students who will/are transitioning to post-secondary education. • Revised recruitment efforts for the Bridge/ICAPS programs. • Improved classroom structure – academic leveled classes based on enrollment testing and added team-teaching component. • All Adult Education instructors have completed the ICCB Standards Proficient Training.

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 How does the college determine the need for Adult Education services and programming?	IVCC's Adult Education reviews the SIUE Index of Need annually to determine the district's need for Adult Education services and programming. Placement testing, IVCC Counseling, WIOA and Area Plan partners' referrals to Adult Education also determine the need for Adult Education services.
1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	Adult Education services, which include HSE and ESL classroom and online educational platforms, are offered daytime and evening throughout the IVCC district. All Adult Education academic content is aligned to the ICCB State Content Standards.

1.3 How will students be informed or recruited for this program?	WIOA and Area Planning Council partners are instrumental in distributing information and providing referrals. Internal recruitment is completed through word-of-mouth, classroom presentations, PSAs, social media, flyers, and text messaging.
1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	The average head count for Adult Education enrollment for FY16-FY20 is 370. Adult Education anticipates steady enrollment between 350-400 students, based on prior and current enrollment numbers.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	Adult Education is a fully grant-funded program. All services are free to students enrolled in the program. IVCC provides office and classroom spaces, utilities, and some equipment to run the program.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?	IVCC provides in-kind and monetary support above and beyond the grant allocation, such as facilities, utilities, IT support, and other incidentals. IVCC, in partnership with Title 1 and 3 agencies, helps offset costs of the training portion of the IET/ICAPS program.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	WIOA partners offset costs and braided-funding through external partnerships that are available to students enrolled in ICAPS programming. Current partners helping to offset costs include Best, Inc. and Tri-County Opportunities Council.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Goodwill and WIOA partners assist with HSE testing fees, transportation, and child-care services. The Adult Education budget is carefully monitored to ensure adequate FY funding for staff, training, and materials/supplies.
2.5 Are there needs for additional resources? If so, what are they?	Additional funding is needed for: • Transition programs for students who do not qualify for services under Title 1 agencies. • A marketing campaign for the transition program to raise awareness in the IVCC district. • Development of print material for distribution to area high school counselors for students at-risk of dropping out. • Additional staff who are trained to work with students with special needs (emotional or learning) or students with disabilities.
INDICATOR 3: QUALITY	*RESPONSE*

3.1 What are the program's strengths?	The Adult Education program serves as a foundation for many who will become part of the educational structure at IVCC. IVCC and Adult Education are focused on developing new areas of study based on the needs of those whom it serves, resulting in a positive impact on existing and developing workforce.

Transition to post-secondary education efforts.

Ability to address and serve or refer students of all levels of education.

Persistence in changing a student's negative perception of education to a positive one and assisting students in meeting their goals.

Bilingual staff to assist Spanish-speaking students. |
| 3.2 What are the identified or potential weaknesses of the program? | The challenge of serving those in remote and rural areas of our district. Transportation and child-care are not consistent or affordable to campuses or sites with adequate technology and other essential educational components are missing.

Balancing funding with ICCB mandates. |
| 3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction? | IVCC approves and supports ICCB trainings. All Adult Education instructors have completed the ICCB Standards Proficient Training.

The Adult Education director conducts on-site evaluations to ensure instruction on the IL Content Standards is delivered.

Instructors submit lesson plans that are aligned with the IL Content Standards. |
| 3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. | The Adult Education program has developed career pathway flowcharts, allowing students to transition from HSE and ESL into CTE and other career pathways.

Adult Education currently offers Healthcare and Manufacturing Bridge programming, along with an ICAPS model in Healthcare.

IVCC plans to align CTE courses creating stackable credentials in manufacturing and hospitality. |

3.5 Are there alternative delivery methods of this program (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Classes are offered during the daytime and evening in various locations throughout the district. Online classes are available for those who qualify (i-Pathways/Burlington English) for access. Team-teaching is part of the HSE and ICAPS classes. Bridge programming is an 8-week accelerated program.
3.6 What innovation has been implemented or brought to this program?	Adherence to Content Standards training and implementation. ICAPS and Burlington English language software recently added to offerings. Expansion of Bridge programming. Waiting for ICCB approval on Bridge to Hospitality. Adult Education Math-only courses.
3.7 To what extent is the program integrated with other instructional programs and services?	ICAPS models are integrated with CTE programs and include IVCC faculty and Adult Education Instructor Team-teaching. Bridge programming is developed and aligned to support transition to CTE classes. Provide TABE testing to BEST INC. workforce partner clients to transition to college.
3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Goodwill assistance with HSE testing fees. Provide TABE testing to BEST, Inc. (Workforce) clients. On-site Tri-County Opportunities Council services. Community and Peer Tutoring for referral of Adult Education referrals who have a high school diploma. Adult Education is partnering with IVCC Continuing Education, Health Professions, and CTE to increase the scope of programming available to Adult Education students.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	Monthly Team Teacher meetings Semester workshops ICCB conferences and trainings Webinars IVCC mandated and sponsored trainings and professional development.

3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program	National Reporting Standards (NRS) Reports over the last few years demonstrate an average of 74% in persistence, 62% for post-testing, 73% in educational level gains and attendance for pre-and post-tested participants who completed the Adult Education program.
3.11 Are students completing the program and advancing to further postsecondary education? Please explain.	Adult Education students are completing the HSE and advancing to post-secondary education. In the last five years, an average of 32 Adult Education students pass the HSE each year. HSE recipients continue in CTE or transfer programs as a result of passing the HSE. In the last five years, an average of 24 HSE completers take advantage of the First-Class-Free and transition to IVCC.
3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc.)	IVCC is streamlining CTE programs to provide a fast-track to credentialing and a pathway for stackable credentials. IVCC provides career-focused events to promote CTE programs for the Adult Education population, e.g., Explore IVCC, Adult Education Experience IVCC, Career Cruising, IVCC Job Fair, and Career Expo. IVCC is expanding the ICAPS model to include other CTE careers. IVCC is developing a remedial math class for students who are referred to Adult Education by placement testing, but who have a high school diploma.
3.13 How is the college meeting established performance measures (NRS Guidelines)?	ICCB NRS State Target - Range 42%-45% In the last five years, an average of 44% of the Adult Education students complete and advance. ICCB Post-test target – 65% IVCC Adult Education post-testing average is 61%. The new GED test, implemented in 2014, has affected NRS performance. Revised TABE testing procedures and administration were also implemented. The Adult Education department offers additional training for Adult Education instructors to improve post-test outcomes. The office reviews NRS measures throughout the fiscal year to monitor progress and make changes as necessary.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.
• Loss or reduction of grant funds • Transportation • Child-care • Inconsistency of updates of DAISI – statewide database • Lack of financial support from ICCB as new mandates or initiatives develop.

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Future modifications rely heavily on funding resources, student enrollment, retention, successful WIOA partnering and management. Employer feedback and employment trends, as well as student career interests, will drive development of new or additional CTE programming,
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Spring and Fall Semester – Continue marketing, recruiting and expanding Adult Education programming in order to increase career pathways opportunities and transition students to post-secondary education. The intent is create several opportunities for Adult Education students to be exposed to career pathways that may lead to employment, career advancement, and/or post-secondary education.
Resources Needed	Increased funding, professional development related to new initiatives, and WIOA community partnerships.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Adult Education and staff

Career & Technical Education				
COLLEGE NAME:	Illinois Valley Community College			
ACADEMIC YEARS REVIEWED:	FY2015-FY2019 (Summer 2014 – Spring 2019)			
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*
Agricultural Business Management AAS.AGR.BUS.MGT	Degree	60	01.1102	
Agronomy AAS.AGR.AGY	Degree	60	01.0101	

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

Program Objectives What are the overarching objectives/goals of the program?	1. Describe social, economic, and political factors influencing the agricultural industry. 2. Categorize and explain distinguishing business organizations and structure features used in agriculture. 3. Interpret, evaluate, and apply precision agriculture data to formulate production and financial recommendations. 4. Use technology to develop and present a presentation. 5. Compare and contrast current practices used in agricultural production. 6. Demonstrate the ability to use current computer applications relevant to agricultural businesses. 7. Demonstrate employability and critical thinking skills in the work place. 8. Work individually and in teams to demonstrate problem-solving skills. 9. Generalize local, state, and national economic influences on agricultural production. 10. Explain and demonstrate safety while working on the job and in the laboratory.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed.	All objectives are being achieved. Objectives are measured and assessed by exams, written laboratory assignments, group work, in-class feedback, and internships.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Program was not reviewed five years ago, as it was recently reinstated three years ago.

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.	advisory committee, and other stakeholders to evaluate the program's progress. **Willard Mott and Kathryn Seebruck,** Program Coordinators and faculty, reviewed current goals and curriculum and collaborated with advisory committee and industrial stakeholders. **Bonnie Campbell**- Associate Vice President of Academic Affairs: leads the Curriculum Committee at the college which maintains requests curriculum changes with ICCB.
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.	• Institutional research: provided student enrollment and demographic data. Provided local and regional job data. • Program Advisory Committee: provided jobs outlook and skills requirements. Identified level of need for new employees. • Students: presented feedback for program, including course offerings and content. Former students provided feedback regarding employment opportunities. • Counselors: Helped with class times and coordination in program. • Employers: completed feedback surveys.

CTE PROGRAM REVIEW ANALYSIS

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

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.	N/A
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	*RESPONSE*
1.1 What is the labor market demand for this program?	Data shows there is a strong demand for these programs. Data shows that approximately 7,500 jobs exist in agriculture in the IVCC district, with many in the fields of Ag Business and Agronomy. This demand is resulting in an annual increase in enrollments.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	National data from the Bureau of Labor Statistics indicates Illinois is a very strong state for agriculture, and the IVCC district also fits this profile. Demand has increased over the past five years, and expectations call for this to continue over the next five years. Projections call for a five percent increase in agriculture jobs over the next five years.

1.3 What labor market information sources are utilized?	US Bureau of Labor Statistics and EMSI Data (local/regional data).
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?)	Students are recruited from the district high schools through career fairs, open houses, print and radio media, college nights, and social media marketing. The college has also been working with local agricultural businesses to create partnerships resulting in graduate employment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program is analyzed yearly by means of an internal review process. The process observes the economic feasibility, community impact, and student enrollment/retention. The review utilizes the program advisory committee and other stakeholders. These reviews lead to program adjustments including: curriculum, scheduling, and recruiting changes. Any changes to the curriculum are reviewed by the Curriculum Committee as they are introduced by the program coordinator and dean.
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 initial three-years of the reinstatement of this program, the following steps were implemented: • An additional full-time instructor and program coordinator was added. • An animal science course was added to the curriculum. • Recruitment activities were expanded to include two annual open houses. • A two-phase Ag Complex was initiated. Phase I, the construction of a 6,000 square foot Ag Center Storage Facility, was completed in July, 2020. Phase II consists of the building of an Ag facility that will include additional classroom and lab space, faculty offices, and student meeting areas. As a result of this review, expanded industry partnerships will be pursued. The growing industry of cannabis will be explored in terms of new curriculum and certificate/degree options, as well as new industry partnerships.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	Salaries - $102,312.00 Instructional supplies - $7,262.00 General operating expenditures, including recruitment - $3,473.00

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The college analyzes the cost-effectiveness of the program by comparing the total program cost vs. tuition, apportionment, and course fee income. The result is then weighed against the community impact of students completing the program. The costs are similar to other CTE courses which require equipment and consumable instructional supplies. The college has paid for the program via general funds, Perkins funding, State of Illinois matching funds (storage facility), and Ag business donations.
2.2 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.	Costs of the program supported by Perkins funds will be paid for by general funds, if Perkins funding is no longer available.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college is working on increasing enrollment and business partnerships. The program coordinators continuously review the costs of all supplies to ensure the best purchase price for each item.
2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?	Costs for each degree include: Tuition: $7,980 Books: $1,600 Lab Fees: $200 Total: $8,280
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	• Excellent Master's prepared faculty • 150 acres of college farm land available for land labs • Modern classroom and laboratory facilities • Strong curriculum • Strong community support and industry partnerships • IVCC Foundation awards $44,000 annually in scholarships to agriculture students.
3.2 What are the identified or potential weaknesses of the program?	With the reinstatement of the program, students have indicated a need for dedicated laboratory and storage facilities. Without these, the students have indicated that the college is not fully invested in this program, unlike other colleges with agriculture programs. This has affected enrollment. As the college continues to improve the program by constructing the appropriate complexes, the college hopes enrollment will increase.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching, etc.)? How does the program compare success rates of each delivery system?	Face-to-face. Plans call for future development of other delivery methods. The success rate of students earning grades of A, B, or C is 92.5 percent.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. [1] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.	Yes, we are currently working with the local high schools and the LaSalle-Peru Area Career Center to clearly define how each criterion are being met. A) Rigorous Academic standards are followed and listed in the course outlines B) CTE course have embedded employability skills and l competencies. C) The college meets with industry leaders on a quarterly basis to align CTE content with regional needs. The college just completed a project with EMSI to determine the local need for CTE programming. D) A progression of courses exists in the degrees beginning with Introduction to Agricultural Industry and culminating with Advanced Agriculture Business Management in Ag Business and Crop Production in Agronomy. Both degrees also have program internships. E) Students may enter and exit into the program but industry credentialing does not exist for marketing. F) The recognized post-secondary credential obtained by students earning the AAS.AGR.BUS.MGT or AAS.AGR.AGY degree.
3.5 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.	We work collaboratively with the LaSalle-Peru Area Career Center and district high schools to develop career pathways for students. Plans call for a dual credit course, Introduction to Agricultural Business, to be offered as the first step toward degree attainment. We intend to include provisions during the next review cycle to improve the career pathway.
3.6 What innovations, which contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	IVCC has joined into a partnership with the University of Illinois Extension, which has their office on the IVCC campus. This has resulted in the development of joint research projects and demonstration plots, which have been incorporated into IVCC's Ag curriculum.
3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	None, at this time.

3.8 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?	The degrees require a three-credit-hour internship. This allows students to incorporate theory learned into the day-to-day workings of Ag business and agronomy. More internship opportunities will be offered as the program continues to grow.
3.9 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
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	We have a 2 + 2 articulation agreement with Illinois State University.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	IVCC partners with the University of Illinois Extension for on-campus research and cooperative learning opportunities. The college also partners with Case IH Industry, and GrainCo FS for agriculture equipment and internships
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?	Faculty members have the opportunity to select and participate in external professional development. The college develops professional sessions collaboratively with faculty and staff.
3.16 What is the status of the current technology and equipment used for this program?	Excellent. Faculty teach in smart classrooms and labs. Students have access to a variety of laboratory instructional technologies. In addition, the Case IH partnership provides students with access to the latest and most modern technology associated with tractor, planter, and tillage equipment.
3.17 What assessment methods are used to ensure student success?	Faculty utilize formative and summative assessment in the lecture sections. Included is the use of exams, quizzes, and written laboratory reports.
3.18 How are these results shared with others at the institution for continuous improvement?	Annual program reviews occur for each college program. Internal and External program review results are also discussed with advisory committees.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	• Creation of an animal science course • Addition of more hands-on field labs • Increase in the use of technology. As an example, drones are now used in precision agriculture activities
3.20 How satisfied are students with their preparation for employment?	Anecdotally, students seem satisfied. Plans call for the Agriculture program to initiate program specific surveys in the near future.
3.21 How is student satisfaction information collected?	In general, student satisfaction is collected by the college through surveys at multiple points beginning at college application and going through post-graduation.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged through advisory committees, internships, curriculum development, and employment partnerships. Employers have also been involved with the creation of agriculture scholarships.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinators take direction from the advisory committee to drive the program in the direction that best benefits regional industry and students. The college needs to ensure representation of all ag constituencies within the district to continually improve engagement.
3.24 How satisfied are employers in the preparation of the program's graduates?	The regional employers are satisfied with the program outcomes. The college works hard to be sure the programming is relevant to industry needs. The college is very responsive to skill demand.
3.25 How is employer satisfaction information collected?	Employer satisfaction is gauged by discussion in annual advisory meetings and surveys.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	N/A

List any barriers encountered while implementing the program 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	AGRICULTURAL BUSINESS MANAGEMENT AGRONOMY				
CIP CODE	01.0101 01.1102				
	YEAR 1 - FY15	YEAR 2 - FY16	YEAR 3 - FY17	YEAR 4 - FY18	YEAR 5 - FY19
NUMBER OF STUDENTS ENROLLED					
AAS.AGR.BUS.MGT	xxx	xxx	xxx	7	8

AAS.AGR.AGY	xxx	xxx	1	6	10
NUMBER OF COMPLETERS					
AAS.AGR.BUS.MGT	xxx	xxx	xxx	xxx	2
AAS.AGR.AGY	xxx	xxx	xxx	0	1
OTHER					

Demographic data	Year 1	Year 2	Year 3	Year 4	Year 5
Age					
15-19	xxx	xxx	11	19	15
20-25	xxx	xxx	6	6	10
26-30	xxx	xxx	0	0	0
31-35	xxx	xxx	0	2	1
36-40	xxx	xxx	0	0	0
41-45	xxx	xxx	0	1	0
46-50	xxx	xxx	0	0	0
Over 50	xxx	xxx	0	0	0
Gender					
Female	xxx	xxx	3	13	13
Male	xxx	xxx	14	15	13
Ethnicity					
Asian/Pacific Islander	xxx	xxx	0	0	0
Amer. Indian/Native Hawaiian	xxx	xxx	0	0	0
Black	xxx	xxx	0	0	0
Hispanic	xxx	xxx	2	0	1
Refused to indicate	xxx	xxx	0	1	0
White	xxx	xxx	15	27	25
Educational Goals					
Prepare for Future Job	xxx	xxx	4	8	6
Improve Skills/Present Job	xxx	xxx	0	1	1
Personal Interest/Self Dev.	xxx	xxx	0	2	2
Transfer	xxx	xxx	13	17	17
How does the data support the program goals? Elaborate.	One of the major programs goals is increasing enrollment. The data shows that this is taking place in the early stages of the reinstatement of the agriculture program at IVCC. It also shows strong student interest in the newly created Agronomy degree				
What disaggregated data was reviewed?	Student demographic and student course success data was reviewed. Local area demographics were also reviewed for comparisons. Job listing and hiring data by career code was also reviewed.				

Were there gaps in the data? Please explain.	People of color and Hispanic students are underrepresented. Most students are traditional by age.
What is the college doing to overcome any identifiable gaps?	Marketing initiatives are being directed by the college to overcome these deficiencies. The college is working to remove barriers and support learning for Hispanic students and students of color. Recruitment activities are also being implemented to attract non-traditional students to CTE programs like agriculture.
Are the students served in this program representative of the total student population? Please explain.	Not in all cases. We have had little to no enrollment of Hispanic students and students of color. We have few non-traditional students. Our enrollment numbers are below the representative numbers of these students in the IVCC population.
Are the students served in this program representative of the district population? Please explain.	No. The district population has a greater percentage of non-traditional students by age as well as Hispanic students and students of color.

REVIEW RESULTS	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	IVCC has made tremendous strides in reintroducing its Agriculture program. A strong curriculum exists with very good facilities and plans for the creation of a brand new Ag Complex. The two full-time faculty are knowledgeable and current in the latest pedagogy of delivering quality agriculture instruction. The future is very bright as enrollments continue to climb
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. The creation of dual credit opportunities for high school students will be a priority. 2020/2021 Academic year. 2. Continued expansion of business partnerships to provide employment opportunities for our graduates. On-going. 3. Continued curriculum and Ag industry review to meet the needs of industry and our students. On-going.
Resources Needed	Fiscal, human, and physical resources, including the building of new partnerships and agreements with high schools and agricultural businesses.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Natural Sciences and Business and the Program Coordinators are responsible for completing and implementing the modifications.

Career & Technical Education				
COLLEGE NAME:	Illinois Valley Community College			
ACADEMIC YEARS REVIEWED:	FY2015-FY2019 (Summer 2014 – Spring 2019)			
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*
Renewable Energy Technician - Basic CERT.REN.BAS (previously CERT.WND.BAS.REN)	Cert	33.5	15.0503	
Renewable Energy Technician - Advanced CERT.REN.ADV (previously CERT.WND.ADV.REN)	Cert	18	15.0503	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				

Program Objectives What are the overarching objectives/goals of the program?	• Provide skilled Renewable Energy technicians for local and regional industry. • Prepare learners for careers in local and regional alternative energy careers.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed.	The local job postings analytics from EMSI identified an average of 20-24 related hires per month for the review period. The program has not been able to produce the required number of technicians during the review period. The program has not recruited enough students, and this has exacerbated the attrition pattern of the certificates. There have been numerous curriculum changes to the program since the inception in 2010. During this review period, the name was changed from Renewable Wind Energy to Renewable Energy. The program has been more aligned primarily with the Industrial Electricity Program.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	During the last review, a need was identified to collaborate with the advisory committee to incorporate renewable concepts into industrial electricity and electronics courses. The resulting plan opted for removing Wind Energy Concepts and Wind Turbine Safety courses from the certificates, and the content was moved into a shared course within the Industrial Electrician Program.

	The other option illustrated in the prior review was to initiate a cohort model for the courses, which would only offer unique Renewable Energy courses every other year. There are currently only two unique courses: "Wind Turbine Control, Operation, & Maintenance" and Wind Energy Tech Internship. These classes have been running with low enrollment or in an independent study format.
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.	**Shane Lange**- Dean of Workforce Development: collaborated with the program coordinator, students, advisory committee, and other stakeholders to evaluate the program progress since the last review. **James Gibson**- Program Coordinator and Instructor: reviewed current goals and curriculum and collaborated with advisory committee and industrial stakeholders. **Bonnie Campbell**- Associate Vice President of Academic Affairs: leads the Curriculum Committee at the college which maintains requests curriculum changes with ICCB.
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.	• Institutional Research: provided student enrollment and demographic data. Provided local and regional job data. • Program Advisory Committee: provided jobs outlook and skills requirements. Identified level of need for new employees. • Chief Manufacturer Executives Committee: provided jobs outlook and skills requirements. Identified level of need for new employees. • Students: presented feedback for program, including course offerings and content. Former students provided feedback regarding employment opportunities.

CTE PROGRAM REVIEW ANALYSIS

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

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.	N/A
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program currently requires the completion of 33.5 credit hours for the basic certificate and an additional 18 credits for the advanced certificate (must be stacked with the basic certificate- 51.5 credits). The certificates were developed with guidance from local industry. The course content was deemed necessary at the time of development.
INDICATOR 1: NEED	*RESPONSE*

1.1 What is the labor market demand for this program?	Analysis of the local job listings (EMSI review) identified a monthly average of 120 unique related job postings and only 24 monthly hires. There seems to be a gap between the number of employees needed and those that are hired. The yearly gap far exceeds the program enrollment.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In 2019, eight percent of Illinois electricity was generated through alternative means. That number has almost tripled since 2010. The number of technicians has remained steady, but the outlook is positive. EMSI data estimates 76 related job openings during the next 3 year period for the three local counties.
1.3 What labor market information sources are utilized?	US Bureau of Labor Statistics and EMSI Data (local/regional data).
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?)	Students are recruited from the district high schools through career fairs, open houses, print and radio media, and social media marketing. The program's most successful marketing has come from the Industrial Electrician program students, due to the offering of stackable credentials.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program is analyzed yearly by means of an internal review process. The process evaluates the economic feasibility, community impact, and student enrollment/retention. The review utilizes the program advisory committee and other stakeholders. These reviews lead to program adjustments including: curriculum, scheduling, and recruiting changes. Any changes to the curriculum are reviewed by the Curriculum Committee as they are introduced by the program coordinator and dean.
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.	This review resulted in the need for the following actions: • Develop a plan for creation of stackable credentials • Expand the course content to include other growing renewable sources • Eliminate the Basic and Advanced Renewable Energy Certificate in lieu of a single smaller certificate. The new certificate could be obtained after the completion of the basic electricity certificate, thus adding additional stackable credentials.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	Faculty Salaries- $12,286-$62,659 Software, Instructional Supplies, and Printing- $56-1,947

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The college analyzes the cost-effectiveness of the program by comparing the total program cost vs. tuition, apportionment, and course fee income. The result is then weighed against the community impact of students completing the program. The costs are similar to other technical CTE courses which require equipment and consumable instructional supplies. Renewable Energy has become more expensive over this review period because of decreased enrollment and increases in faculty salaries. The college has paid for the program via general funds for all but one year during this review period. Part of the faculty salaries were grant funded during FY 2015.
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college will be redesigning the certificates for this program during the next review period. We will be utilizing a rotating schedule for the unique Renewable Energy courses. The single certificate will be an add-on stackable credential for the Industrial Electrician program.
2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?	**Basic Renewable Energy Technician Certificate** Tuition $3,657 Fees 677 Books & Software 762 **Total $4,334** **Advanced Renewable Energy Technician Certificate** Tuition $2,260 Fees 254 Books & Software 123 **Total $2,514** The IVCC Foundation has awarded over a million dollars in scholarships during the review period. Students are awarded Pell and MAP grants. Many of the students who participate in the Electrical and Renewable Energy Programs are industry apprentices as well.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, the college has been deliberate in limiting the student costs in the CTE programs. There has been minimal increase in the program since its inception in 2010.
INDICATOR 3: QUALITY	*RESPONSE*

3.1 What are the program's strengths?	The shared spaces between the Renewable Energy and Electrical courses are modern and well-equipped. State-of-the-art electrical trainers and equipment can be found in each of the eight labs. This includes: wind turbine diagnostic trainers, solar trainers, power distributions trainers, networking equipment, a smart house, and PLC trainers. There is a strong collaborative relationship with regional industry partners, which includes opportunities for custom training. The teaching faculty are well educated, and many of them continue to work in local industry in related positions.
3.2 What are the identified or potential weaknesses of the program?	There seems to be a pattern of attrition in both certificates within the program. It is also difficult for students to obtain internship hours in our local area. Low enrollment is exacerbated by the current certificate framework.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching, etc.)? How does the program compare success rates of each delivery system?	The courses are all taught in the traditional format under normal enrollment conditions. There have be a few semesters in which WND 2200 or ELT 2210 have been taught as independent studies, due to low enrollment.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Yes, we are currently working with the local high schools and the LaSalle-Peru Area Career Center to clearly define how each criterion are being met. A) Rigorous Academic standards are followed and listed in the course outlines B) CTE technical course have embedded employability skills and technical competencies. The Renewable Energy Certificates can be stacked to lead to the Engineering Technology AAS, which requires students to complete general education courses. C) The college meets with industry leaders on a quarterly basis to align CTE content with regional needs. The college just completed a Program Demand Gap Analysis with EMSI to determine the local need for CTE programming. D) Intro to Technology, Computer Networking, and Electrical wiring courses for secondary. The basic certificate covers the gateway courses of renewable energy technicians. The advanced certificate prepares learners for a career in the industry. E) Students at the secondary level can prepare for industry apprenticeships. As they progress to the post-secondary level, the students can begin with the basic certificate or follow the path through the two stackable certificates and AAS. F) Basic or Advanced Renewable Energy Certificate. Engineering Technology AAS

3.5 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.	We work collaboratively with the LaSalle-Peru Area Career Center and district high schools to develop career pathways for students. Currently, students can begin their education with an introductory technology course at the high schools, which then leads into the residential wiring and computer networking courses. Both of these dual credit courses can lead to low-level industry careers, but they are also gateway courses for certificate and AAS degree programs at the college.

Nearly all of the courses in the Renewable Energy certificates lead to the Electronics and Electricity AAS. All of the courses lead into the recently redesigned Engineering Technology AAS. The Electronics and Electricity AAS is also transferable to Southern Illinois University as a 2+2 and Northern Illinois University as a 3+1.

We intend to include provisions during the next review cycle to improve the career pathway for Renewable Energy. The pathway is confusing and not well defined in its current state. |
| 3.6 What innovations, which contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? | We have incorporated many of the technical certificates into the Engineering Technology AAS. This allows students to stack multiple technical concentrations into an AAS degree.

Many industry partners are looking for cross-trained individuals, and this is a way to allow students to prepare for these careers while still earning an AAS degree. |
3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	The LaSalle-Peru Area Career Center currently offers Industrial Wiring and PC Troubleshooting and Repair for dual credit. While these courses are not included in the Renewable Energy degrees and certificates, they can be used as substitutes for Computer Networking and Electrical Safety.
3.8 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?	The basic certificate requires a three-credit-hour internship. This is great experience for the students, but it has become increasingly difficult for students to obtain related internships. A new program coordinator was hired, starting summer 2020, and the college plans to cultivate new industry relationships to rebuild the internship pipeline.
3.9 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
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There is an OSHA 30 safety credential that students can obtain in lieu of the internship credits.

3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There aren't any direct cooperative agreements for these certificates in their current form. Most of the courses are accepted in the Electronic and Electricians AAS, which is transferable to SIUC and NIU.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
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?	Faculty members have the opportunity to select and participate in external professional development. The college develops professional sessions collaboratively with faculty and staff. The college utilizes Amatrol and OSHA training for faculty as well. Content professional development would be beneficial to the instructors. Maintaining relevancy is very important in an evolving renewable energy industrial climate. Faculty members receive annual professional development dollars to support this type of learning.
3.16 What is the status of the current technology and equipment used for this program?	The program is housed in IVCC's Community Technology Center, which was opened in January 2014. Many of the classrooms and labs have a 1:1 computer to student ratio. The technical courses utilize modern industry trainers, as well as real-world electrical assemblies.
3.17 What assessment methods are used to ensure student success?	Faculty utilize formative and summative assessment in the lecture and lab sections. Web-based simulations and "bugged" trainer simulations allow for continual competency-based assessment.
3.18 How are these results shared with others at the institution for continuous improvement?	Annual program reviews occur for each college program. Internal and External Program Review results are also discussed with advisory committees.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Most of the technical courses utilize simulation-based learning when possible to allow students to experience the content. The facilities offer an extensive array of trainers and equipment, which allows this shift from lecture-base to simulation-based training to occur. A networking course was added to the curriculum because of a deficiency reported by the advisory committee involving equipment communication protocol in the workplace.

3.20 How satisfied are students with their preparation for employment?	Alumni report a lack of Renewable Energy jobs as they relate to the current certificate format. Many students are hired as Industrial Electricians, as opposed to Renewable Energy technicians. The certificate format is conducive to this path of employment due to the extensive overlap between the two programs.
3.21 How is student satisfaction information collected?	Student satisfaction is collected through surveys at multiple points, beginning at college application and going through post-graduation.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The college works collaboratively with multiple employer groups (Chief Executive Manufacturers and the shared Manufacturing Advisory Committees). These meet quarterly and annually, respectively.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinator takes direction from the advisory committees to drive the program in the direction that best benefits regional industry and students. We can improve this process by adding more industry representatives.
3.24 How satisfied are employers in the preparation of the program's graduates?	The regional employers are satisfied with the program outcomes. The college works hard to be sure the programming is relevant to industry needs. The college is very responsive to skill demand.
3.25 How is employer satisfaction information collected?	Employer satisfaction is gauged by discussion in quarterly meetings and annual surveys.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Clear frameworks need to be developed to illustrate and guide program of study and career pathways • Gateway courses should be offered for dual credit • Industry recognized credentials should be embedded into the program

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.
There is a significant attrition issue with both certificates. The program guide sheet is not clear or conducive to student retention.

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	Renewable Energy Technician – Basic Renewable Energy Technician – Advanced				
CIP CODE	15.0503				
	YEAR 1 - FY15	YEAR 2 - FY16	YEAR 3 - FY17	YEAR 4 - FY18	YEAR 5 - FY19
NUMBER OF STUDENTS ENROLLED					
CERT.REN.BAS	10	1	1	8	6

CER.REN.ADV	3	1	1	1	0
NUMBER OF COMPLETERS					
CERT.REN.BAS	5	4	3	1	4
CER.REN.ADV	0	0	2	1	0
OTHER					
Demographic data	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Age					
16-19	2	0	0	3	6
20-25	3	0	1	2	2
26-30	5	1	0	0	2
31-35	0	0	0	2	2
36-40	2	1	0	0	0
41-45	1	0	0	1	0
46-50	0	0	0	0	0
Over 50	0	0	0	0	0
Gender					
Female	2	0	0	0	0
Male	11	2	1	8	12
Ethnicity					
Asian/Pacific Islander	0	0	0	0	0
Amer. Indian/Native Hawaiian	0	0	0	0	0
Black	0	0	0	0	0
Hispanic	2	0	0	0	0
Refused to indicate	0	0	0	0	1
White	11	2	1	8	11
Educational Goals					
Prepare for Future Job	13	1	1	4	9
Improve Skills/Present Job	0	0	0	1	1
Personal Interest/Self Dev.	0	0	0	1	1
Transfer	0	1	0	2	1
How does the data support the program goals? Elaborate.	A strength of the program is the continual improvement of curriculum that is driven by regional industry. The program is not preparing enough students to meet industry demand. Students leave before they obtain credentials. Students who complete the program are prepared for entry-level positions and often return for professional development courses.				

What disaggregated data was reviewed?	Student demographic and student course success data was reviewed. Local area demographics were also reviewed for comparisons. Job listing and hiring data by career code was also reviewed.
Were there gaps in the data? Please explain.	The Renewable Energy Certificate program is underserving women, non-traditional students by age, African Americans, and Hispanic students. The district population is not represented in these two certificates.
What is the college doing to overcome any identifiable gaps?	The college is working on implementing a support system for non-traditional students by age and for underrepresented populations within the district. These students are recruited through social media, traditional media, and career fairs. There is a higher attrition rate for these students within the technical programs. The college would like to hire a student success employee to address these concerns.
Are the students served in this program representative of the total student population? Please explain.	The Renewable Energy Certificate program is under-serving women, non-traditional students by age, African Americans, and Hispanic students when compared to the college as a whole. The student population is not represented in these two certificates.
Are the students served in this program representative of the district population? Please explain.	The district population is not represented in these two certificates. The Renewable Energy Certificate program is underserving women, non-traditional students by age, African Americans, and Hispanic students
REVIEW RESULTS	
Action	☐ Continued with Minor Improvements x Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has endured inconsistent enrollments and excessive attrition. There is not a clear path for completion, especially when a student wants to be cross-trained within another related field as advised by industry. The need for two certificates has diminished. The advanced certificate consists of courses found within another program. A realignment which produces a single certificate will be conducive to the program of study and pathway model. The new certificate will be a culminating credential that will only be obtainable after a student completes all of the supporting electronic and electrical coursework.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	This review resulted in the following action steps: • Creation of stackable credentials • Expand the course content to include other growing renewable sources • Eliminate the Basic and Advanced Renewable Energy Certificate in lieu of a single smaller certificate. The new certificate could be obtained after the completion of the basic electricity certificate is completed, thus, adding additional stackable credentials. • Clear frameworks need to be developed to illustrate and guide program of study and career pathways • Gateway courses should be offered for dual credit • Industry recognized credentials should be embedded into the program Work will be completed by Fall of 2021.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Workforce Development and the Program Coordinator are responsible for completing and implementing the modifications.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2019

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*
Nursing RN (AAS.NUR)	Degree	71	51.3801	LPN & CNA
Practical Nursing LPN (CERT.LPN)	Cert	49	51.3901	CNA

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

Program Objectives What are the overarching objectives/goals of the program?	**ASSOCIATE DEGREE NURSING PROGRAM OUTCOMES MEASUREMENTS** 1. Seventy percent of students admitted to IVCC nursing programs will graduate within 36 months of start of nursing program. 2. Fifty-five percent of students who take the HESI RN Exit Exam (HESI IV) will attain a score of 800 or above on the first attempt. 3. Ninety percent of the graduates who take the NCLEX-RN will pass the examination on the first attempt and meet or exceed the national and state average. 4. Ninety percent of the surveyed graduates who seek employment will be employed in nursing within six months of graduation. 5. Ninety percent of the surveyed graduates will express satisfaction with the entry level knowledge skills of IVCC ADN graduates. 6. Ninety percent of surveyed employers will express satisfaction with the IVCC nursing program graduates. 7. Ninety percent of the surveyed graduates and employers will report critical thinking in the application of the nursing process in administering safe nursing care in a variety of health care settings. 8. One hundred percent of the graduates will practice nursing within the ethical and legal frameworks of the profession and of the employing entity.

	9. Ninety percent of surveyed graduates will assume responsibility for personal and professional growth. 10. Ninety percent of surveyed graduates will state they demonstrate appropriate therapeutic nursing interventions. **PROGRAM OUTCOMES of the IVCC PRACTICAL NURSING PROGRAM** **At the completion of the program the graduate will be able to:** 1. Apply knowledge of the nursing process while using therapeutic nursing and communication skills, when meeting the holistic needs of the person in a variety of health care settings under the direction of the registered professionals. 2. Demonstrate nursing practice in a safe and caring manner with a respect for the beliefs and cultural diversity of others. 3. Practice nursing within the ethical & legal frameworks of practical nursing in accordance with guidelines set forth in the Illinois Nursing and Advanced Practice Nursing Act and of the employing agency. 4. Demonstrate commitment to professional growth, self-development, and continuous learning.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The objectives/outcomes are being measured via evaluation of student grades earned, a student exit survey at graduation, and a student survey one year following graduation. Please refer to the Performance and Equity section for the extent these objectives are being achieved.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Actions required as of 2015 were minor; more of a continuation of what was already being completed. The RN program continues to be accredited by ACEN. Pass rates continue to exceed state/national levels for both programs. Faculty continue to be at least Master's prepared (3 out of 12 have doctoral degrees). The educational level of all nursing faculty is consistent with the Illinois's Department of Finance and Professional Regulation (IDFPR) requirements, ICCB guidelines, and the college requirements. Faculty to student ratio continues to be 1:8 in all clinical settings. Lecture has a maximum of 40 students. These lecture classes are then split into four to five clinical/seminar groups to facilitate a small group approach to exploring the subject matter.

	Skills Labs and seminar rooms have continued to be improved. Current simulation equipment is modern and increasingly being utilized. A 4th seminar/skills lab has been added to represent a home atmosphere. The computer programs are modern, with an increase in the number of programs which students may access at school or at home. Each skills lab is a "Smart Room" with white board access in each room. There is also a dedicated computer lab just for the nursing students. Clinical Sites since 2015 have become much more difficult to find. Competition with other Nursing Programs has limited IVCC's access in some areas. A local hospital has closed and more nursing programs are utilizing the clinical sites. This is an area of concern.
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.	Julie Hogue, MSN, RN, Director of the Nursing Division; Pamela Mammano, MS, RN, Faculty Member; Polly Ragazincky, Administrative Assistant for the Nursing Division. Julie Hogue and Pam Mammano compiled the data and completed the writing of this review
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.	Other Stakeholders: Institutional Research provided student enrollment and demographic data. Provided local and regional job data. The Department of Admissions and Records is responsible for creating a list of potential new students for each fall, working with the students to make sure that they have met the criteria to be eligible, and presenting the Nursing Division with the final draft of the incoming class. Disability Services is instrumental in helping our nursing students who need accommodations. They have a direct impact on the number of program completers. The Department of Financial Aid assists many of our students with obtaining funding for their education. They have a direct impact on the number of students applying to the program and completing. The Nursing Faculty at IVCC, a group of creative, and devoted educators, are the heart and soul of the division and work with each student to remove barriers and promote learning.

CTE Program Review Analysis

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

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.	All general education classes necessary for the Nursing Program are considered co-requisites. These classes can be taken concurrently with the Nursing Program, or before beginning the Nursing Program. The general education courses were not analyzed as part of the review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Director of the Nursing Division and the Nursing faculty are aware that currently the Nursing Program contains 71 credit hours. The program is undergoing a curriculum revision, including a reduction in credit hours. The COVID-19 pandemic and the network breach in spring 2020 has delayed our work on the curriculum revision.

INDICATOR 1: NEED	*RESPONSE*
1.1 What is the labor market demand for the program?	The labor market for both programs is strong at this time. The need for the RN at the local, state, and national levels remains high. Locally, it is predicted that, by 2023, at least 929 more nurses will be needed. By 2030, it is predicted that Illinois will have positions for more than 23,100 nurses. The National Center for Healthcare Workforce Analysis indicates that, by 2030, the number of RNs needed is estimated to be 28.4 percent, or 3.6 million, from the current 2.8 million RNs needed. The local LPN market is predicted to grow by 2023 to a need of 193 more LPNs. The growth for LPNs indicated by the National Center for Healthcare Workforce Analysis (2017) is predicted to be up by 11 percent by 2028.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The need for both RNs and LPNs has and will continue to grow. The LPNs growth is smaller than the RNs. Demand will continue to rise as the "Baby Boomer" generation enters retirement and requires more healthcare services, creating a rise in job openings and an increasing need for healthcare workers.
1.3 What labor market information sources are utilized?	EMSI occupation employment data, the US Department of Labor, and the National Center for Healthcare Workforce Analysis.

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?)	Nursing Faculty and the Director of Nursing, along with members of the Admissions staff, visit area high schools to speak with them about the Health Professions. A College Fair is held on campus in the fall of the year. High school students generally come with their parents to check out colleges who are represented, including IVCC. IVCC also advertises in the local newspapers and radio stations. Open houses are held in both spring and fall semesters. This allows a time and place for curious potential students to have their questions answered. Potential students are also given a tour of the campus, so they can see our labs and classrooms. Every spring, the college holds a Career Expo. Grade school students from multiple schools within the IVCC district come to campus for the day. The students choose their area of interest and are then taken to that area where booths, tables and activities are set up with active learning activities or games that teach about the area of interest. Healthcare is the largest of all the areas of interest at the college. Two sessions are held so that the volume of students interested in healthcare can participate. Attendance at the Career Expo averages 1,000 students each year.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Any change in curriculum is first approved by the faculty that the change affects. The changes are put in writing in the Course Outline format and submitted to the Curriculum Committee, which meets monthly during the academic year. A representative, knowledgeable of the proposed changes, attends the meeting when the new curriculum is being discussed by the committee. The Curriculum Committee reports to the Teaching and Learning Committee and to the Deans Group.
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 Nursing Faculty have already established that there is a need for program modification. Curriculum needs to be updated and brought into line with the new NCSBN guidelines, , and credit hours need to be reduced. The goal is to have revisions done by the end of the next two years, approved by the Curriculum Committee and ICCB, and put into motion so that data can be gathered.

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Teaching nursing students has never been a lucrative process due to the need to keep clinical ratios to 8:1. This requires hiring more qualified nursing faculty members in order to distribute the numbers, which converts to increased cost to IVCC. • What are the costs to the institution associated with this program? Faculty Salaries: $ 1,313,274.20 Program Supplies: $ 8,703.14 Printing Fees: $ 2,842.80 Software Fees: $ 54,331.00 Dues to Professional Organizations: $ 6,855.00 • How do costs compare to other similar programs on campus? There are no other programs on campus that compare to the Nursing Program in regard to number of students served, the amount of faculty needed to deliver content, and the regulations that the Nursing Program must follow as determined by the State of Illinois and our accrediting organization. • How is the college paying for this program and its costs (e.g. grants, etc.)? IVCC pays for this program through the College General Fund, student tuition and fees.
2.2 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.	The Nursing Program receives support through Perkins funding. In the event that support would not be available, the costs would be absorbed by the General Fund.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	This is the third consecutive academic year that IVCC has not raised tuition rates or universal fees. Factoring in the increasing cost of living, this action by IVCC increases the cost-effectiveness of the Nursing Program to our students. In addition, the Nursing faculty are always cost conscious and will reuse appropriate supplies whenever possible, thus decreasing the cost for supply replacement. As the faculty proceed with the curriculum revision, the textbooks used by the Nursing faculty will be reevaluated as to amount of use and student preference as to a printed or an electronic copy of the book. Book prices continue to increase, and we need to find ways to limit costs.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	RN student costs include tuition and fees for general education and nursing classes, nursing books, uniforms, immunizations and physical exam, drug screen and background check, software, and fees for application to test with the State of Illinois: $17,860.00.
	LPN student costs include tuition and fees for general education and nursing classes, nursing books, uniforms, immunizations and physical exam, drug screen and background check, software, and fees for application to test with the State of Illinois: $12,884.00.
	Every year, IVCC holds several FAFSA nights during the semester. This is open to all current and incoming students and their families. Staff members from Admissions and Records help student and their parents complete the FAFSA form, and English instructors are available to assist students who need to write a paper for a specific scholarship. IVCC has a very active and robust Foundation office that offers scholarships. We are fortunate to have several nursing scholarships available for both first- and second-year students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. When comparing the cost of other Associate Degree Nursing Programs in our region with IVCC, the cost of attending IVCC is equal to or less than the other community colleges. IVCC is already assisting students with Financial Aid and a multitude of scholarships. The Nursing Program also has a discretionary fund, donated by a patron to the Foundation, that can be used for student emergencies or student hardship.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	IVCC has a qualified, dedicated nursing faculty of 12 individuals who hold, at minimum, a master's degree in Nursing. Three of the individuals have obtained their doctoral degree, with four more in the process. The Nursing Program strives to put the student first and to work with the student for their success. Our campus location is a strength. It is situated in the middle of a district that also contains 5 hospitals or medical centers and multiple nursing homes, many of which are our clinical partners. Our campus has four fully-equipped nursing labs with either new or upgraded mannequins, up-to-date computers, and a smart screen in each lab. The flexibility of the nursing staff to work varied hours in the clinical settings allows more clinical experiences to be scheduled. Currently, the IVCC Nursing Program does not depend on simulation for any part of the clinical hours that the nursing students accrue. All hours are obtained at clinical sites.

3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses are the advanced age of several of our faculty members and the Director of the Nursing Division. While finding qualified candidates to teach is easier now than it once was, sometimes it is still a challenge.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include: traditional lecture, online lectures that utilize Zoom, Blackboard, YouTube, and multiple apps, a combination of traditional and online interaction, face to face small group work in the lab and clinical setting and online, and team-teaching. We have not compared success rates of each delivery system.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Yes, IVCC's Nursing Program is part of a Program of Study as defined by Perkins V and approved by the ICCB. *(A) incorporates challenging State academic standards:* The Nursing Program at IVCC is in compliance with all State Mandates that govern the standards by which nursing programs in the State of Illinois function. From faculty credentials to maintaining high grading standards and attendance policies to fulfilling the required number of clinical hours upon completion of the program. *(B) addresses both academic and technical knowledge and skills, including employability skills:* Lecture hours are incorporated into each class, the length of which are determined by the number of credit hours assigned to each class. In addition, labs and seminars are also scheduled to accompany the lecture. The labs and seminars are held in nursing labs where hands on learning is done to further understanding of material presented in lecture. This pattern of class styles is used throughout the Nursing Program and culminates in the nursing student gaining employability skills accompanied by a license conferred by the State of Illinois. This applies to both RN and LPN.

[1] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

	(C) is aligned with the needs of industries in the economy of the State, region, or local area: The Nursing Program at IVCC supplies qualified nurses to area health care facilities and businesses who employ licensed LPNs and RNs. The supply and demand of qualified nurses in this area strikes a delicate balance. The College does not want to leave health care agencies or businesses in a situation where it is difficult to find qualified applicants, but, on the other hand, the College does not want to inundate the region with an excess of nurses. *(D) progresses in specificity:* The Nursing Program at IVCC utilizes a simple-to-complex model to arrange curriculum to move an introduction with broad topics and progression to higher level classes with more complexity. Topics introduced at a beginning level are revisited later at a higher level, with higher expectations and more specifics. *(E) has multiple entry and exit points that incorporate credentialing:* The Nursing Program has multiple entrance and exit points. Entry for new students can be through either the RN or LPN track. Students who are unsuccessful in a course can step-out and reenter the program the following year when the course is taught again. Completion of the LPN Program is an exit point. Students who have practiced as an LPN for one year can enter the program as advanced placement students into the second year of the program to earn their RN. Some LPN students choose to take an accelerated advanced placement track that allows them to bypass working for one year, if they meet the criteria. Finally, graduation from the ADN (RN) Program is the last exit point. *(F) culminates in the attainment of a recognized postsecondary credential:* Successful completion of the LPN Program of Study culminates in the student being qualified to sit for the NCLEX through the National Council of State Boards of Nursing. Successful completion of the ADN (RN) Program of Study culminates in the student being qualified to sit for the NCLEX Exam through the National Council of State Boards of Nursing.

3.5 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.	Yes, it does. This career pathway serves the needs of surrounding communities who need health care workers and begins with successful completion of the CNA course that is offered at the college. The student can elect to exit at this point and practice as a CNA, or the student can use their CNA certification for entry to IVCC's RN and LPN nursing programs. Incoming students declare upon application to the program whether they wish to follow the RN or the LPN track. All new incoming students are educated as a collective group, whether RN or LPN, until the end of the second semester of the first year. At this point, students who elected to take the LPN track will attend college in the summer semester, complete their education, apply for NCLEX, and, following the successful completion of their NCLEX exam, can begin to practice as an LPN. RN students will take the summer off but do have the opportunity to switch tracks to LPN if circumstances have occurred that create a need for them to exit. LPN students can apply for accelerated advanced placement to the RN class in the fall following their completion of their LPN, if they meet the set criteria. Otherwise, LPN students tend to practice for a year or more and then return to IVCC to complete the second year of the Nursing Program as advanced placement students and then acquire their license to practice as RNs. Please note the several entrance and exit points. In addition, the Nursing faculty is always encouraging our graduates to be lifelong learners and to continue on with their education to obtain a BSN, and higher degrees.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Our remediation program: At the end of every semester, the nursing students take a HESI exam that covers the material they just learned. Their HESI Score is combined with their class scores, number of unsuccessful tests, and amount of grade variance around the mean score of 82%. Using this final score (multiple measures), the type and amount of remediation is determined for each student, identifying their personal weak areas with assignments provided to zero in on strengthening their weak areas. The remediation has graduated due dates to prevent students from waiting until the end to complete this.
3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	There are no nursing program courses that are dual credit. However, several of the general education classes which are required as part of the Nursing Program are dual credit. Those classes include: Introduction to Nutrition, Introduction to Psychology, Introduction to Sociology, and English Composition I and II.

3.8 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?	Students are given the opportunity to attend five different local clinical sites at area hospitals. IVCC also has agreements with several long-term care facilities within the IVCC district. Students have the opportunity for observational experiences at other health sites, such as physician's offices, and County Health departments. They can also travel to a Level 3 Medical Center for observation in specialty units. The clinical experiences embed the students into the real-life activity of a busy department. Students observe, but also take an active role in, patient care, experiencing frequent interruptions and learning how to not let those interruptions interfere with the safety and clear thought processes necessary in the delivery of patient care. The quality of the IVCC Nursing Program is improved when the Nursing faculty are able to make select occurrences, routine or not, within a nursing unit into teaching moments for their group of students. Within the regulations that the Nursing Program must operate, there is little that can be done with increasing the faculty to student ratios, or increasing the number of clinical days, for example. The IVCC Nursing Faculty is always looking for new clinical experiences for the students. New sites are vetted for appropriateness, safety, and value of education to the nursing student and a contract is established between the College and the site. Lectures are also altered to include more of what happens on a clinical site, so that more students benefit from the information gained.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	IVCC meets the requirements set forth by the Nurse Practice Act established by the State of Illinois. This is mandatory. Industry accreditation is beneficial to both students and the college. IVCC voluntarily sought accreditation from The Accreditation Commission for Education in Nursing (ACEN). Nursing students who desire to further their education can be denied entrance to organizations of higher education if accreditation of the IVCC Nursing Program is not in place. In regards to the college, attaining accreditation sends the message that the Nursing Program has met stringent standards and delivers quality instruction in nursing.

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials embedded within the IVCC Nursing Program. The necessary credentials to practice nursing are obtained through the National Council of State Boards of Nursing, with successful completion of the NCLEX exam after the student has successfully completed a recognized program of study. This applies to both LPN and RN programs of study.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	NCLEX PASS RATES: RN: 2015 – 80% 2016-98% 2017-95% 2018-95% 2019-91% LPN: 2015- 100% 2016-100% 2017-100% 2018-100% 2019-83%
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IVCC does not have any formal articulation agreements with area colleges or universities. While the Nursing faculty has reviewed several possible articulation agreements, the burden placed on the student during the second year of IVCC's Nursing Program is too great to make articulation agreements acceptable.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	IVCC has partnered with CastleBranch Inc. for assistance with tracking student immunizations, CPR status, and physical exam, thereby streamlining the tracking process. CastleBranch will send reminders to the students when renewal time approaches. This increases the quality of our program, making it easier for students to submit the required forms. It helps the IVCC staff by tracking and trending the information in one area, ensuring confidence that the nursing students being sent to clinical sites have all of their immunizations and CPR cards up-to date.
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?	In order for the Nursing faculty to meet the requirement of 20 CEU's every two years, IVCC maintains a contract with NurseTim Inc. for up-to-date continuing education in nursing education. IVCC has excellent computer/technology assistance for faculty and staff, through an internal department called CETLA. They offer classes on computer-based programs, and help the faculty members troubleshoot computer issues.

3.16 What is the status of the current technology and equipment used for this program?	We have two mannequins that are Laerdal and are one-year-old. We have two older mannequins from Laerdal that were upgraded last year. Our four labs contain two beds, all necessary supplies, running water, and a large table and chairs to accommodate our clinical groups of eight students.
3.17 What assessment methods are used to ensure student success?	The Nursing faculty at IVCC assess student knowledge and progress by verbally asking questions in lecture and verifying that critical thinking is being used properly. Quizzes, unit exams, and HESI exams are also utilized for evaluation. Faculty complete evaluations of the student's performance in the clinical site. Feedback is given to the students on a weekly basis with a final evaluation at the end of every quarter. The HESI exam results are used to determine remediation of a student's weak areas. It is given four times throughout the nursing program.
3.18 How are these results shared with others at the institution for continuous improvement?	At the Nursing faculty meeting, generally held two times per month, faculty members share the efficacy of tried and true assessment techniques and introduce new assessment techniques. On a wider scale, the entire college has two in-services per year. Faculty often take part of that time to discuss assessment dos and don'ts, new innovations, and how assessment techniques used by other divisions could be adapted to a different area of study. IVCC's Assessment Committee also presents at in-services and comes to Division Meetings on request. The committee helps faculty to assess student understanding of a topic by creating special assignments or by tagging specific test questions. The computer analyzes the data from the test questions to verify the understanding of the class of a specific topic.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Curriculum revisions are ongoing at this time, with the goals of updating material within the curriculum, decreasing the amount of credit hours, and bringing the curriculum more in line with NCSBN's vision for future licensure testing that will test thinking processes more than just a student's knowledge base.
3.20 How satisfied are students with their preparation for employment?	2015 – 90% 2016 – 95% 2017 – 93% 2018 – 93% 2019 – 100%
3.21 How is student satisfaction information collected?	Student satisfaction information is collected through surveys conducted at the end of every quarter during the nursing program, when students graduate from the program, and 12 months following graduation from the program. Student evaluations are also collected after every simulation performed as a means to improve the simulation experience.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Area employers engage with IVCC's Nursing Program through our Annual Advisory Council meeting. They let us know what our graduates may need more instruction in. In addition, in the second year of the program, during the final quarter of the second semester, students participate in preceptorships in areas all across the district. Many of our students receive job offers based on their preceptorship experiences.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committee contribution keeps the Nursing faculty up-to-date with new practices and procedures used in the clinical units. They also let us know if they have identified any overall weak areas in our graduates. The Nursing faculty then take that information and prepare to teach it on campus if necessary, or increase focus on a particular area. One such area identified in the past couple of years was poor communication skills. The faculty was able to zero in on that topic and strengthen the curriculum in that area.
3.24 How satisfied are employers in the preparation of the program's graduates?	2015 Overall satisfaction with IVCC Nursing Program: 100% Satisfied with graduate's ability to use critical thinking skills to guide care: 100% Satisfaction with ability to practice within legal and ethical frameworks: 100% 2016 Overall satisfaction with IVCC Nursing Program: 100% Satisfied with graduate's ability to use critical thinking skills to guide care:100% Satisfaction with ability to practice within legal and ethical frameworks:100% 2017 Overall satisfaction with IVCC Nursing Program: 83% Satisfied with graduate's ability to use critical thinking skills to guide care: 92% Satisfaction with ability to practice within legal and ethical frameworks: 92% 2018 Overall satisfaction with IVCC Nursing Program: 100% Satisfied with graduate's ability to use critical thinking skills to guide care: 80% Satisfaction with ability to practice within legal and ethical frameworks: 100% 2019 Not Available. When contacted, employers cited their inability to complete the survey due to the overwhelming response needed for COVID.

3.25 How is employer satisfaction information collected?	Up until this year, ACEN has required that employer satisfaction information be collected each year. After IVCC receives the survey conducted 12 months after graduation from the students, a survey is then sent to the graduate's employer. We struggled every year to obtain employer surveys, as did many other colleges. ACEN has now stopped the practice of obtaining employer satisfaction information.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Upon review of quality, it is apparent that a thorough curriculum revision be completed as soon as possible. Failing to do so could result in lower NCLEX pass rates.

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

For the past couple years, student retention has been an issue. We tend to lose students from both first and second year, mostly due to lack of success in lecture classes, with the second most common reason being illness, or a change in the student's personal life. We have attempted to utilize faculty members as mentors to the students and as student coaches. We have also attempted to remediate students right after unit exams, if needed. However, all three of these approaches met with little success. Most of the students who are unsuccessful do return to the program in a year. Many are successful with their second attempt.

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	AAS.NUR CERT.LPN				
CIP Code	51.3801				
	YEAR 1 - FY15	YEAR 2 - FY16	YEAR 3 - FY17	YEAR 4 - FY18	YEAR 5 - FY19
NUMBER OF STUDENTS ENROLLED					
AAS.NUR	145	144	140	130	149
CERT.LPN	22	20	20	20	20
NUMBER OF COMPLETERS					
AAS.NUR	123	120	106	108	115
CERT.LPN	17	17	17	13	11
OTHER					
Seventy percent of students admitted to IVCC nursing programs will graduate within 36 months of start of nursing program. Goal Met	73%	78%	91%	78%	N/A

	Year 1	Year 2	Year 3	Year 4	Year 5
Fifty-five percent of students who take the HESI RN Exit Exam (HESI IV) will attain a score of 800 or above on the first attempt. Goal Met	82%	77%	80%	98%	98%
inety percent of the surveyed graduates who seek employment will be employed in nursing within six months of graduation. Goal Met	98%	97%	95%	95%	97%
Ninety percent of the surveyed graduates and employers will report critical thinking in the application of the nursing process in administering safe nursing care in a variety of health care settings. Goal Met	Graduates 95%	Graduates 95%	Graduates 93%	Graduates 98%	Graduates 97%
	Employers 100%	Employers 100%	Employers 92%	Employers 100%	Employers N/A
One hundred percent of the graduates will practice nursing within the ethical and legal frameworks of the profession and of the employing entity. Goal Not Met	Graduates 95%	Graduates 95%	Graduates 95%	Graduates 100%	Graduates 97%
	Employers 100%	Employers 100%	Employers 92%	Employers 100%	Employers N/A
Ninety percent of surveyed graduates will assume responsibility for personal and professional growth. Goal Met	98%	98%	100%	98%	100%
Ninety percent of surveyed graduates will state they demonstrate appropriate therapeutic nursing interventions. Goal Met	97%	95%	98%	100%	100%

Demographic data	Year 1	Year 2	Year 3	Year 4	Year 5
Age					
16-19	3	5	3	2	5
20-25	59	60	73	66	74
26-30	37	36	37	40	36
31-35	46	33	25	17	11
36-40	16	21	18	17	11
41-45	11	14	15	7	7
46-50	6	5	7	8	6
Over 50	4	4	2	3	0
Gender					
Female	167	168	172	145	141
Male	15	10	8	15	12
Ethnicity					
Asian/Pacific Islander	1	1	2	1	0
Amer. Indian/Native Hawaiian	0	0	0	0	3
Black	5	4	5	4	3
Hispanic	17	18	25	25	23

Refused to indicate	12	12	14	11	13
White	164	161	159	144	134
Educational Goals					
Prepare for Future Job	144	135	126	114	94
GED	0	0	0	0	0
Improve Skills/Present Job	6	3	4	4	6
Personal Interest/Self Dev.	2	6	8	5	5
Transfer	30	34	40	35	48

How does the data support the program goals? Elaborate.	Nine out of ten of the program objectives were met overwhelmingly over the last five years, as shown in the data above. One goal: One hundred percent of the graduates will practice nursing within the ethical and legal frameworks of the profession and of the employing entity, did not meet the goal set of 100 percent. The results not meeting the objective ranged from five percent to six percent below the target. It would be worthwhile to increase the rigor of the curriculum regarding ethical nursing practice and legal frameworks, as this is the backbone of professional practice.
What disaggregated data was reviewed?	Student demographic and student course success data was reviewed, as shown above. Local area demographics were also reviewed for comparisons. Additionally, surveys sent to both graduates and employers were analyzed to determine success of the program objectives. Job listings and hiring data by career code was also reviewed.
Were there gaps in the data? Please explain.	One notable gap in the demographic data is the difference in the number of the female to male students. While the numbers remain consistent, an increase in the number of male students is a goal that we are continuously trying to achieve. In regard to ethnicity, the white population far exceeds all other populations put together. Our Hispanic population is gradually increasing. Due to the region in which IVCC is located, (central Illinois, remote from large cities) ethnicity of the population is not as diverse as other regions of the state. The amount of transfer students is discouraging. These are generally students who take their general education classes here and then transfer to a different institution. This is a number that we would like to turn around, by educating potential students and high school counselors about the usefulness of the Associate Degree in Nursing.
What is the college doing to overcome any identifiable gaps?	IVCC and the Nursing Program are working together to overcome the gaps identified above. The Admissions Department has three people dedicated to recruiting students of all ethnic backgrounds, and work to attract more male students into the nursing program. The Admissions team and the Nursing faculty work together toward these same objectives.
Are the students served in this program representative of the total	Yes, they are. When looking at the age groups listed above, the 20 to 25-year-old age group is the largest group the Nursing Program serves. Typical age-group enrollment for the total student population is 18 to 20 years old. Both IVCC and the

student population? Please explain.	Nursing Program are working to increase enrollment with the adult student population through directed mailings, advertisements, and other publicity. Ethnicity in the Nursing Program and in the wider IVCC population is approximately the same.
Are the students served in this program representative of the district population? Please explain.	We reviewed EMSI's IVCC district demographic data in regard to age, ethnicity and gender, and the demographic data gathered from students in the IVCC Nursing Program. Overall, the numbers either were relatively close or far apart. In regard to age, within the district, eight percent of students are in the 20-25 y/o category, compared to 21 percent of IVCC's students. Two other age ranges, 30-34 y/o and 35-39 y/o, showed a difference of just two percent between the district and IVCC. In regard to ethnicity, again, the district-wide percentages and IVCC's Nursing Program percentages are right in line with one another, except in one case. With the Hispanic ethnic group, IVCC serves approximately seven percent more Hispanic students per year than is noted in the EMSI data for our district. Finally, in regard to gender, the district is split, every year, at 50 percent males and 50 percent females. The gender split in IVCC's Nursing Program is approximately 91 percent female and 8 percent male. There is a clear and marked difference between the district and IVCC. It also shows that we need to advertise to the male population.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	As stated above, in several areas, improvements would benefit the IVCC Nursing Program and the students who enroll in it. While the curriculum is being revised, it is already a stable, rigorous plan of study that needs updating to current needs.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Active, speedy, accurate curriculum revision to be pursued with vigor in the fall of 2020, with completion and institution of the revisions by Spring 2021. 2. To increase the ethnic diversity of the student population in the IVCC Nursing Program, beginning in the fall of 2020 and continuing as a routine into the future. 3. To increase the male student population in the IVCC Nursing Program, beginning with the incoming class of fall 2020 and continuing as a routine into the future. 4. To attract more adult learners to the IVCC Nursing Program, starting in the fall of 2020 and into the future.
Resources Needed	All resources are in place to initiate and complete the action steps listed above. More dialogue between the Admissions Department and the IVCC Nursing faculty directed specifically to the action steps is necessary.

Responsibility Who is responsible for completing or implementing the modifications?	The Director of the Nursing Division, the Nursing Faculty, the Admissions Department, and the Community Relations and Marketing Office.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
ACADEMIC YEARS REVIEWED:	FY2015-FY2019 (Summer 2014 – Spring 2019)

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*
Certified Nursing Assistant (CERT.CNA)	Cert	8	51.3902	

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

Program Objectives What are the overarching objectives/goals of the program?	1. The IVCC CNA Program will maintain 100% of student mean scores over 80% at both the Ottawa and Oglesby sites. 2. At least 90% of nursing assistant students will finish the CNA Program at IVCC with the following capabilities. a. Able to identify safety needs. b. Able to practice infection control. c. Are aware of patient rights. d. Can successfully perform the 21 skills of the nursing assistant without prompting. e. Is able to communicate clearly, with respect, while practicing professionalism and accountability. f. Is aware of the scope of the nursing assistant's role and how to work within that role.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed.	Through testing competencies, especially of the "21 skills" competence of performance is assessed with every student. This includes safety, infection control, and communication skills. The "soft skills" can be identified as one of their weakest areas. While time is spent teaching and modeling professionalism and accountability and showing respect, altering a lifetime of behaviors in just 8 weeks is a difficult task.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Offering day and evening classes at the Ottawa and Oglesby campuses, preparing students for computer testing soon to come from IDPH. IVCC continues to offer the same rotation of CNA classes. IDPH did roll their paper/pencil certificate test into computer testing, and our students are handling it well.
Review Team Please identify the names and titles of faculty and staff who were major	Julie Hogue, MSN, RN, Director of the Nursing Division; Christine Blaydes, CNA Program Coordinator, Polly Ragazincky, Administrative Assistant for the Nursing

participants in the review of this program. Also describe their role or engagement in this process.	Division; Julie Hogue and Christine Blaydes compiled the data and completed the writing of this review Polly Ragazincky provided much needed back up support through the entire process.
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.	Other Stakeholders: The Department of Admissions and Records recruit new students to the CNA program, and assist them with enrolling. Disability Services is instrumental in helping our nursing students who need accommodations. They have a direct impact on the number of program completers. The CNA Faculty at IVCC – Christine Blaydes is a full-time faculty member who lectures and teaches clinical as well as performs the duties of the program coordinator. There are five part-time instructors who teach the lab and clinical portions of the program. The Director and staff of the Adult Education and Literacy Department work with CNA students struggling with reading and comprehension. Their contribution to the success of the CNA program has a significant impact on the program.

CTE PROGRAM REVIEW ANALYSIS

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

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.	There are no general education classes required to enroll in the CNA program
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	*RESPONSE*
1.1 What is the labor market demand for this program?	The labor market for qualified CNA's in our region remains strong. Due to the COVID-19 pandemic, there are more CNA job postings at this time. A one percent increase had been projected for this population before the pandemic. From Jan.2019 to Jan. 2020, there were, on average, 155 new job postings with 150 new hires.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Occupational demand has increased from five years ago and will continue to increase over the next five years, with an expected creation of 401 new jobs and 100 additional job openings. Our regional needs exceed the national average by 288. The national average for job postings in an area this size is 48, while the average job postings in our area is 70, indicating high demand.
1.3 What labor market information sources are utilized?	EMSI occupation employment data and the US Department of Labor.
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?)	Students are recruited through College and Career Fairs held by the many high schools in the IVCC district. We also promote our CNA program on our website and have written literature available. With the unemployment rates higher, the displaced or unemployed may choose to explore the client-care field.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The CNA curriculum is dictated by IDPH. The content, the organization of the material, and the delivery are very strictly scripted to ensure that the program and the graduates it produces meet the high expectations for the State of Illinois.
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.	Yes. We may want to consider adding CNA sections at a future date. The difficulty comes in finding qualified nurses to serve as CNA instructors and to find students who are interested in taking the CNA course. Currently, successful completion of the CNA course is necessary for entry into the Nursing Programs at IVCC.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
 • What are the costs to the institution associated with this program?
 • How do costs compare to other similar programs on campus?
 • How is the college paying for this program and its costs (e.g. grants, etc.)?
	What are the costs to the institution associated with this program?
	    Faculty Salaries: $173,750.00
	    Program Supplies: $1178.00
	    Printing Fees: $1,208.00
	 How do costs compare to other similar programs on campus?
	    There is truly no other program on campus that completes in 8 weeks, has the same enrollment numbers, and same number of faculty members
	 How is the college paying for this program and its costs (e.g. grants, etc.)?
	    IVCC pays for this program through the College General Fund and student tuition and fees.

2.2 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.	Due to the low number of credit hours (8) for this course, it is not eligible for financial aid, unless the student has indicated that they plan to continue on into the nursing program.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	This is the third consecutive academic year that IVCC has not raised tuition rates or universal fees. Factoring in the increasing cost of living, this action by IVCC increases the cost-effectiveness of the CNA Program to our students.
2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?	Tuition – 1,064.00 Textbook – $121.65 Course Fees - $95.00 CPR Text – $15.25 State Exam – $75.00 Fingerprint and Background Check - $30.00 2 step TB - $20.00 Physical exam – (varies) 10 Panel Drug Screen - $ 45.00 Uniforms - $50.00 Uniform shoes - $50.00
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. A review of the costs reveals that every fee that has been established for the CNA program is currently the most cost-effective available for our students.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The CNA program at IVCC has a reputation for developing professional, qualified, caring individuals who will care for others. Over the past 3-4 years, enrollment has dropped as students determine that they can make the same wage in manufacturing or food service.
3.2 What are the identified or potential weaknesses of the program?	In the recent past, the job description for a CNA was not appealing to young people graduating from high school. However, CNA's have received public attention during this COVID19 outbreak which may shed a more positive light on the CNA role. The CNA course is an 8- week course in which the IVCC instructors can meet the requirements set forth by the State of Illinois. However, the time limit does not allow for some topics to be discussed in depth.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching, etc.)? How does the program compare success rates of each delivery system?	Traditional/Online/Blended The online and blended aspects of the CNA Program are new additions with the advent of the COVID-19 pandemic. In comparing online and blended to the traditional format, pass rates of the students on the State exam were quite similar.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The IVCC CNA Program is a part of the larger Program of Study in the RN/LPN Program. CNA is considered an entrance point to the RN/LPN Program. The CNA program is approved by ICCB. (A) incorporates challenging State academic standards: The CNA program follows the high standards set by IDPH. IDPH does evaluate the program. An IDPH representative visited in 2019 and approved both the Oglesby and Ottawa campuses. (B) addresses both academic and technical knowledge and skills, including employability skills: In and of itself, the CNA Program addresses technical knowledge and skills and employability skills. As an entry point to the RN/LPN program, the academic knowledge is incorporated at that time. (C) is aligned with the needs of industries in the economy of the State, region, or local area: The CNA Program fulfills the need of health care providers in the IVCC district to provide qualified CNA's that are an integral part of the health care team. (D) progresses in specificity: Again, in and of itself, the CNA Program does not progress in specificity; As an entry point to the RN/LPN program the progression in specificity is in place. (E) has multiple entry and exit points that incorporate credentialing: The CNA program has one entry and exit point. However, as an entry point to the RN/LPN Program, it is joined by several other entry points and exit points. (F) culminates in the attainment of a recognized postsecondary credential: The CNA Program culminates in the attainment of a certificate that is not expressly postsecondary as this program is also taught at the high school level.
3.5 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.	The CNA program at IVCC can act as a stand-alone program, offering the certificate graduate the permission to sit for the State exam and, with successful completion, to practice as a CNA in acute and long-term care facilities. This program also serves as the entry point requirement for the future RN or LPN.
3.6 What innovations, which contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The CNA lecture portion was converted to online before the start of the summer semester due to COVID-19.

3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	Yes. CNA is offered as a dual credit class at LaSalle Peru High School and Seneca High School.
3.8 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?	Students must complete 40 hours of supervised clinical practice, according to IDPH. All of these hours are work-based. The 21 Skills learned in the lecture and lab portions of program are practiced in a work-based setting.
3.9 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).	Certification through the Illinois Department of Public Health is required for this program.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	IVCC issues graduates of the CNA program a certificate. However, the industry recognized credential is obtained by successful completion of an exam administered by IDPH.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	2015-84% 2016-83% 2017-87% 2018-91% 2019- 93%
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation agreements in place for this program.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been formed that increase the quality of the program.
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 RNs teaching in the CNA program are required by the State of Illinois to obtain 20 CEU's to maintain their licenses. Professional development in the CNA content is encouraged. Also, our Program Coordinator attends a meeting every spring in Springfield, IL to get the most up-to-date information from IDPH to share with the rest of the faculty.
3.16 What is the status of the current technology and equipment used for this program?	The CNA program strives to keep equipment used in the lab up to the industry standards so the transition from lab to clinical will be seamless for the student. For example, all of our vital sign monitoring equipment is electronic.
3.17 What assessment methods are used to ensure student success?	Written examinations and quizzes. Clinical evaluation of clinical competencies (21 skills). Performance of lab activities.

3.18 How are these results shared with others at the institution for continuous improvement?	IVCC has an Assessment Committee that presents at in-services and Division Meetings. The committee helps faculty to assess student understanding of a topic by creating special assignments or by tagging specific test questions. The computer can assemble the data from the test questions to verify the understanding of the class of a specific topic. During the Assessment Committee presentation, time is allotted for instructors to discuss what assessment methods they have tried, what worked and why, and what didn't work and why.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Previously, CNA students were tested for reading ability and comprehension before admission to the program. Over time, the faculty could see that this was a barrier to students. Instead, the curriculum requirements were changed, as well as when reading assessments were administered. Students who were identified as having difficulty with reading ability or comprehension would continue in the CNA program, but would also work with the the Adult Education and Literacy Division to increase their skills, specifically in the CNA realm. This change has been successful and the assessment is no longer considered an educational barrier, but a helping hand.
3.20 How satisfied are students with their preparation for employment?	This is not currently measured at this time.
3.21 How is student satisfaction information collected?	Currently, student satisfaction information is not collected.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged through an annual advisory committee meeting, and by communicating with IVCC faculty members who take clinical groups to their facilities.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committee is very well attended every year. The IVCC advisory committee members lead dialogue with the employers to determine what their needs are, if there have been any changes in needs, if our graduates fulfill their expectations of a CNA, and if there is anything that needs to be altered due to the advances in health care. This engagement is so successful in providing a means of communication between the instructors and the employers, no improvements are being considered at this time.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are very satisfied with the nurse aides that IVCC produces, and who pass the IDPH exam. Most employers report a lack of CNA certificate holders from which they can hire.
3.25 How is employer satisfaction information collected?	Employer satisfaction information is collected through verbal feedback during the annual Advisory Council meeting.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	Again, a need can be identified to produce more CNA certificate holders in order to meet the needs within our district. IVCC currently meets the needs of the number of students who approach us each 8 weeks, year round. IVCC can add sections, but the question is, would they be used? The competition from local businesses and companies, who will pay employees quite a bit more than the current rate of pay to CNA's has led to an overall decrease in the amount of students who approach the college for the CNA program.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.
None.

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	*CERTIFIED NURSING ASSISTANT (CERT.CNA)*				
CIP CODE	*51.3902*				
	YEAR 1 - FY15	*YEAR 2 - FY16*	*YEAR 3 - FY17*	*YEAR 4 - FY18*	*YEAR 5 - FY19*
NUMBER OF STUDENTS ENROLLED	*247*	*253*	*211*	*198*	*204*
NUMBER OF COMPLETERS	*228*	*231*	*186*	*173*	*175*
OTHER (PLEASE IDENTIFY) GRADE TABLE DATA	*A, B, C, 236 D. E, F, 0*	*A, B, C 237 D, E, F 3*	*A, B, C, 198 D, E, F 3*	*A, B, C, 187 D, E, F 2*	*A, B, C, 182 D, E, F 3*
Demographic Data					
GENDER					
MALE	22	32	21	12	18
FEMALE	225	221	189	184	186
AGE					
15-19	139	138	127	118	122
20-25	54	55	41	44	38
26-30	22	22	15	11	18
31-35	11	10	7	8	12
36-40	8	10	9	4	3
41-45	8	5	4	6	6
OVER 50	3	5	4	2	3
ETHNICITY					
ASIAN/PACIFIC ISLANDER	3	2	1	1	3
AMERICAN INDIAN/NATIVE HAWAIIAN	0	2	5	0	3
BLACK	8	4	9	6	5
HISPANIC	44	40	34	36	41
REFUSED TO INDICATE	35	28	23	18	29
WHITE	201	217	172	171	164

EDUCATIONAL GOAL					
PREPARE FOR FUTURE JOB	119	127	110	96	93
GED	3	1	0	2	3
IMPROVE SKILLS/PRESENT JOB					7
PERSONAL INTEREST/SELF DEVELOPMENT	5	6	8	6	
	15	21	16	15	22
TRANSFER	102	95	72	72	79

How does the data support the program goals? Elaborate	1. The IVCC CNA Program will maintain 100 percent of student mean scores over 80 percent at both the Ottawa and Oglesby sites. This goal is continuously met. All student scores across every 8-week class surpass the 80 percent benchmark. This is especially important because IDPH receives this data after every class is completed and, if the benchmark is not met, an action plan must be implemented. 2. At least 90 percent of nursing assistant students will finish the CNA Program at IVCC with the following capabilities. a. Able to identify safety needs. b. Able to practice infection control. c. Are aware of patient rights. d. Can successfully perform the 21 skills of the nursing assistant without prompting. e. Is able to communicate clearly, with respect, while practicing professionalism and accountability. f. Is aware of the scope of the nursing assistant's role and how to work within that role. See 3.11 for pass rates of certification examination. The last two years of data collected does meet the established benchmark; the first three years did not. The certification exam and successfully completing the 21 skills for an accredited CNA instructor are the benchmarks needed to meet this goal.
What disaggregated data was reviewed?	Enrollment rates, completion rates, and demographic data.
Were there gaps in the data? Please explain.	A review of the demographic data reveals a gap in the gender of students who apply to the CNA program. Female CNA students far exceed the number of male CNA students. The average ages of students who enroll in the CNA program were expected. The CNA program is often the first one that is taken after high school graduation or GED completion. A gap can also be identified in ethnicity. The number of white students exceeds the Hispanic and black student population.
What is the college doing to overcome any identifiable gaps?	The Admissions Office is working to target advertising to ethnic groups that have a lower enrollment and the male gender.
Are the students served in this program representative of the total student population? Please explain.	The students who enroll in the CNA program are usually either looking to obtain a skill that leads to employment, or taking it as part of entrance into a nursing program. This would be a sub-population of the students served at IVCC.

Are the students served in this program representative of the district population? Please explain.	The students who enroll in the IVCC CNA program are representative of the niche of the district population who have the same needs as described above.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	At the conclusion of this review, a notable data set, that would be useful in making decisions moving forward, was identified as being missing. The CNA program itself is sound as it continuously meets all IDPH guidelines.

Intended Action Steps
What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.
	1. Begin data collection of student satisfaction with CNA job skills.
	    a. Obtain personal email accounts upon student exit from the CNA program.
	    b. Send out survey to past students, 2 months after exiting the CNA program.
	    c. Tally the results and make changes where needed, but still continuing to follow IDPH guidelines.

Resources Needed	All resources are in place to instigate and complete the action step listed above.
Responsibility Who is responsible for completing or implementing the modifications?	The Director of the Nursing Division, the CNA Faculty and the CNA Program Coordinator.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
ACADEMIC YEARS REVIEWED:	FY2015-FY2019 (Summer 2014 – Spring 2019)

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
Marketing AAS MKT	Degree	60	52.1804	CERT.MKT
Retailing/Merchandising CERT.MKT	Cert	30	52.1804	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	1. Know how customer-driven marketing works. 2. Know the marketing environment, ethics, and social responsibility. 3. Know how global marketing works. 4. Know how to succeed by using relationship and database marketing. 5. Know how to do market planning and forecasting. 6. Know how to segment markets and target markets. 7. Understand advertising, promotion, and public relations 8. Understand how to manage a pricing strategy
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed.	Student progression through the objectives is monitored as they respond to, and complete, classroom and community assignments/projects. Students also complete an internship and a program post-test.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continued with minor improvements.
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.	**Ron Groleau,** Dean of Natural Sciences and Business, collaborated with the program coordinator, students, advisory committee, and other stakeholders to evaluate the program's progress since the last review. **Bob Reese**, Program Coordinator and faculty, reviewed current goals and curriculum and collaborated with advisory committee and industrial stakeholders. **Bonnie Campbell**, Associate Vice President of Academic Affairs, leads the Curriculum Committee at the college which maintains requests curriculum changes with ICCB.

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.	• Institutional research: provided student enrollment and demographic data. Provided local and regional job data. • Program Advisory Committee: provided jobs outlook and skills requirements. Identified level of need for new employees. • Students: presented feedback for program, including course offerings and content. Former students provided feedback regarding employment opportunities. • Employers: completed feedback survey.
CTE PROGRAM REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	N/A
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program currently requires the completion of 60 credit hours for the degree. The Cert. is 30 credit hours.
INDICATOR 1: NEED	*RESPONSE*
1.1 What is the labor market demand for this program?	Data shows that there is not a strong demand for the program. These reasons caused lower than optimal enrollments
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	While national data from the Bureau of Labor Statistics indicates Illinois is a very strong state for marketing, our area does not fit that profile.
1.3 What labor market information sources are utilized?	US Bureau of Labor Statistics and EMSI Data (local/regional data).
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?)	Students are recruited from the district high schools through career fairs, open houses, print and radio media, college nights, and social media marketing.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program is analyzed yearly by means of an internal review process. The process observes economic feasibility, community impact, and student enrollment/retention. The review utilizes the program advisory committee and other stakeholders. These reviews lead to program adjustments including: curriculum, scheduling, and recruiting changes. Any changes to the curriculum are reviewed by the Curriculum Committee as they are introduced by the program coordinator and dean.

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.	This review resulted in the following action steps: 1. Increase the awareness of the program by being part of the annual Career Fair day, which introduces hundreds of high school students to a variety of potential career paths, including marketing We hope this gets them started early thinking about their career choices and encourages them to consider marketing. The hope is to increase enrollment in the future. 2. More online classes are being developed in the Marketing area. 3. The Retailing/Merchandising certificate is being renamed and modified to a Business Management certificate
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	Faculty salaries - $35,978 Recruitment - $100
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The college analyzes the cost-effectiveness of the program by comparing the total program cost vs. tuition, apportionment, and course fee income. The result is then weighed against the community impact of students completing the program. The costs are similar to other technical CTE courses in terms of salaries and consumable instructional supplies. The college has paid for the program via general funds.
2.2 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
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college is renaming the Retailing/Merchandising certificate to Business Management certificate. Due to low enrollment in the Retailing/Merchandising certificate., the costs per student were high. With the new certificate, we hope the enrollment goes up, decreasing the cost per student.

2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?	AAS Marketing Tuition: $7,980 Books: $1,600 Cert. Retailing/Merchandising Tuition: $3,990 Books: $800 The IVCC Foundation has awarded over a million dollars in scholarships during the review period. Students are awarded Pell and MAP grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	We renamed the Retailing/Merchandising certificate to try to increase enrollment.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Anecdotally, students report that we prepare them well to succeed in the workplace and when they transfer.
3.2 What are the identified or potential weaknesses of the program?	There seems to be a pattern of attrition in the degree.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching, etc.)? How does the program compare success rates of each delivery system?	Face to Face, Online, and hybrid/blended. Final grades of A, B, and C obtained by students determine success rates. Numbers show that all forms of delivery are successful at average rates of 75% or higher.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. [1] Program of study: a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.	Yes, we are currently working with the local high schools and the LaSalle-Peru Area Career Center to clearly define how each criterion are being met. A) Rigorous Academic standards are followed and listed in the course outlines B) CTE courses have embedded employability skills and competencies. C) The college meets with industry leaders on a quarterly basis to align CTE content with regional needs. The college just completed a Program Demand Gap Analysis with EMSI to determine the local need for CTE programming. D) A progression of courses exists in the degree beginning with Introduction to Business and Principles of Marketing and culminating with Integrated Business Operations and the program internship. E) Students may enter and exit into the program but industry credentialing does not exist for marketing. F) The recognized post-secondary credential obtained by students is AAS MKT degree.

3.5 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.	We work collaboratively with the LaSalle-Peru Area Career Center and district high schools to develop career pathways for students. Currently, students can begin their education with an Introduction to Business course at the high schools, that leads into the AAS in Marketing or Business Administration. We intend to include provisions during the next review cycle to improve the career pathway.
3.6 What innovations, which contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	The LaSalle-Peru Area Career Center currently offers Principles of Management for dual credit.
3.8 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?	The degree requires a three-credit-hour internship. This is great experience for the students, but it has become increasingly difficult for students to obtain related internships. We hope to increase the number of internships available once the economy improves.
3.9 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
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	We have a 3+1 program with Franklin University.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No

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?	Faculty members have the opportunity to select and participate in external professional development. The college develops professional sessions collaboratively with faculty and staff.
3.16 What is the status of the current technology and equipment used for this program?	Specialized technology and equipment is not required for this program.
3.17 What assessment methods are used to ensure student success?	Faculty utilize formative and summative assessment in the lecture sections. Pre- and post-tests are conducted to ensure the students are learning the material.
3.18 How are these results shared with others at the institution for continuous improvement?	Annual program reviews occur for each college program. Internal and External program review results are also discussed with advisory committees.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We started using more technology like Excel spreadsheets. We have also increased application cases in all the classes. Case studies are used in classes to give students real applications in the business world.
3.20 How satisfied are students with their preparation for employment?	Students seem satisfied. Besides asking the students their satisfaction, surveys are sent out by our Associate VP of Academic Affairs.
3.21 How is student satisfaction information collected?	Student satisfaction is collected through surveys at multiple points, beginning at college application and going through post-graduation.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The college works collaboratively with multiple employers that meet annually.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinator takes direction from the committees to drive the program in the direction that best benefits regional industry and students. This engagement can be improved by including more industry representatives.
3.24 How satisfied are employers in the preparation of the program's graduates?	The regional employers are satisfied with the program outcomes. The college works hard to be sure the programming is relevant to industry needs.
3.25 How is employer satisfaction information collected?	Employer satisfaction is gauged by discussion in annual advisory meetings and surveys.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	N/A
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	
Students getting jobs or running out of money hurts the retention of this program. Also, many students decide to get their AAS in Business Administration, instead of an AAS in Marketing.	

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	MARKETING				
CIP CODE	52.1804				
	YEAR 1 - FY15	YEAR 2 - FY16	YEAR 3 - FY17	YEAR 4 - FY18	YEAR 5 - FY19

NUMBER OF STUDENTS ENROLLED					
AAS MARKETING	5	13	15	12	4
CERT. RETAILING/MERCH	3	8	5	4	0

NUMBER OF COMPLETERS					
AAS MARKETING	1	4	5	6	4
CERT. RETAILING/MERCH	1	3	4	5	1

OTHER					
Demographic data	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Age					
16-19	12	8	9	9	9
20-25	11	11	8	10	14
26-30	9	7	8	3	2
31-35	6	9	4	4	2
36-40	1	6	6	3	0
41-45	2	6	0	1	1
46-50	1	4	5	1	1
Over 50	2	2	2	3	0
Gender					
Female	29	44	32	28	18
Male	15	9	10	6	11
Ethnicity					
Asian/Pacific Islander	1	1	0	0	0
Amer. Indian/Native Hawaiian	0	1	1	0	1
Black	2	1	1	2	0
Hispanic	1	3	5	4	4
Refused to indicate	0	0	3	3	3
White	41	50	37	29	25
Educational Goals					

Prepare for Future Job	29	32	26	19	13
Improve Skills/Present Job	0	8	3	1	1
Personal Interest/Self Dev.	2	3	3	4	4
Transfer	13	10	10	8	11

How does the data support the program goals? Elaborate.	While the numbers of students have dropped for FY 19, the data over a five-year period shows that an interest in the Marketing degree remains and a program goal of having successful completers is being realized. Plans call for continuation of existing recruitment efforts and implementation of new methods to increase enrollment.
What disaggregated data was reviewed?	Student demographic and student course success data was reviewed. Local area demographics were also reviewed for comparisons.

Job listing and hiring data by career code was also reviewed. |
Were there gaps in the data? Please explain.	People of color and Hispanic students are underrepresented. Most students are non-traditional by age.
What is the college doing to overcome any identifiable gaps?	Marketing initiatives are being directed by the college to overcome these deficiencies. The college is working to remove barriers and support learning for Hispanic students and students of color.
Are the students served in this program representative of the total student population? Please explain.	Not in all cases. We have had little enrollment of Hispanic students and students of color. Our enrollment numbers are below the representative numbers of these students in the IVCC population.
Are the students served in this program representative of the district population? Please explain.	No. The district population has a greater percentage of traditional students by age as well as Hispanic students and students of color.

REVIEW RESULTS	
Action	X Continued with Minor Improvements
☐ Significantly Modified
☐ Placed on Inactive Status
☐ Discontinued/Eliminated
☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has endured inconsistent enrollments and excessive attrition. There is not a clear smooth path for completion. Some minor class adjustments were made and potential tracks (hospitality) are being created.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	This review resulted in the following actions:
*Evaluate the class offerings with low enrollment: sales/retailing and advertising: Spring 2021
Resources Needed	N/A

Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Natural Sciences and Business and the Program Coordinator are responsible for completing and implementing the modifications.