COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board

August 2009

Illinois Valley Community College
District 513
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Oglesby, Illinois 61348
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2009 CAREER & TECH ED (CTE) PROGRAMS REVIEWED

Program Title: Heating, Ventilation, and Air Conditioning

Degree: 30 - Heating, Ventilation, and Air Conditioning (HVAC) certificate

CIP CODE: 470201

ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS

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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

This is the first program review for the HVAC program at Illinois Valley Community College. In the next five years a greater focus will be given to the program. Efforts will be concentrated on lab improvements and faculty development, as all HVAC classes are currently taught by adjuncts. Enrollments have been steady and are expected to increase in line with employment trends among the heating, air conditioning and refrigeration trades in our service area.
The advisory meeting, which will be held in fall 2009, will help ensure the program is moving in the right direction. Focused attention will be given by the Career and Technical Programs Dean to enrollment numbers, certificates issued, and student surveys. Visits will be made during HVAC classes by the Dean and other full-time CTP instructors to ensure classroom effectiveness. The Dean and other CTP faculty will visit community colleges with similar programs to evaluate and learn from best practices. The recent hire of a dual-credit/career recruiter will help promote the program. Recruiting at the Area Career Center will also be a priority in the coming academic year.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- [ ] Standardized assessments
- [x] Certification and licensure examination results
- [ ] Writing samples
- [x] Portfolio evaluation
- [x] Course embedded questions
- [x] Student surveys
- [x] Analysis of enrollment, demographic and cost data
- [ ] Other, please specify:

**Statewide Program Issues (if applicable)**

Not applicable
Program Title: Machinist and Tool and Die Making

Degree: 03 – Manufacturing Technology Associate in Applied Science

CIP CODE: 150613

Degree: 30 – Machinist and Tool and Die Making Apprenticeship certificate

CIP CODE: 480507

Degree: 30 – Machinist and Tool and Die Making certificate

CIP CODE: 480501

ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS

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Illinois Community College Board

2009 Program Review Report

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The next few years will be exciting for the Machinist and Tool and Die Making (MTD) program at Illinois Valley Community College. The program was in decline three years ago. The hiring of a new, full-time instructor has halted that trend. Machines have been repaired and updated, and an emphasis has been put on learning outcomes.

Student feedback has been positive concerning changes in the program. Recruiting is a top priority for the program coordinator in summer 2009. Local businesses are actively recruiting from the college, and B.E.S.T., the local W.I.A. program administrator, has identified this trade as the hardest to fill with qualified people. Although state labor statistics suggest only a slight increase in demand for this type of worker, instructor conversations with local business owners suggest a critical shortage in the surrounding areas.

Students will continue to work on Making Industry Meaningful in College (MIMIC) projects and to cooperate with projects in engineering classes. Some Industrial Maintenance students have enrolled in engineering classes. This additional training can lead to millwright and maintenance machinist jobs.

Dual-credit classes will be offered fall 2009 at the Area Career Center. A new instructor has been hired at the Career Center, and IVCC will be working closely with this individual. Work is currently being done with a local stamping company to set up a formal apprenticeship training program with the company, IVCC, and the Department of Labor.

An Advisory Committee meeting will be held in fall 2009 to see if IVCC is meeting the needs of local employers and staying current with industry trends. The Program Coordinator plans to visit other community colleges offering a similar curriculum to see how IVCC compares to best practices.

Training people in this type of work is very expensive, and IVCC is actively addressing this issue. Through the use of Perkins money, institutional funds, and private business donations, additional tools and equipment have been acquired.
Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

Statewide Program Issues (if applicable)

Not applicable
**Program Title: Welding Technology**

Degree: 20 – Welding certificate

CIP CODE: 480508

**ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS**

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**Action**

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- [ ] Scheduled for further review
- [ ] Other, please specify:
Improvements & Rationale for Action

The objectives of the Welding program at Illinois Valley Community College have been met in each class. The primary objective of the Welding program is to effectively teach industry-based welding skills and safety while reinforcing the importance of industry-based attendance habits and appropriate attitudes for the workplace. These objectives are incorporated into each course outline, are reviewed with students on a regular basis, and are carried out by faculty throughout their courses.

Area employers are cautious about hiring new employees during the current economic downturn; however, area employers are sending existing employees to the Welding program to upgrade their skills. This allows employers to successfully bid on more complicated welding contracts in the area.

The Welding program at IVCC enhances the productivity of area business by contributing about 25 percent of product assembly at companies like Caterpillar, John Deere, and Case. Among smaller area companies, the welding component can account for as much as 50 percent of product assembly.

Labor data suggests welders are retiring faster than they can be replaced. However, the demand for skilled welders in the IVCC service area continues to lag as a result of the economic downturn. Consequently, recent graduates of the welding program are unable to find employment in the immediate area.

Over the past few years, the program has increased enrollment credit hours from 150 (FY04) to 763 (FY08), and the duplicated enrollment rose from 75 (FY04) to 345 (FY08). In FY08, delivery of the welding courses changed from the traditional single material course per time slot to multiple types of material-based instruction per section. The enrollment in FY07 was 192 and jumped to 345 in FY08 (56% increase); and credit hours went from 404 in FY07 to 763 in FY08 (88% increase). These increases suggest the change in instructional methodology was appropriate.

Once the economy returns to normal, the demand created by retirements suggests area need could be quickly filled with students that have already obtained training in the IVCC Welding program. The IVCC Welding program will continue to work with local employers to train workers to meet specific business needs.

In spring 2006, a full-time instructor/program coordinator was hired. Having the stability of a dedicated, knowledgeable faculty has made a major difference in getting this program to grow at a very favorable rate over the past five years.

The Welding Department has created six specific certificates to better address the training requested in the community. The new certificates are 1) Production Certificate, 2) Construction Certificate, 3) Advanced Construction Certificate, 4) GTAW Certificate, 5) OAW Certificate, and 6) GMAW Certificate. Pending state approval, these certificates will be offered beginning fall 2009. The previous single certificate was too broad to serve the needs of area businesses. The new
certificates will address specific needs brought to our attention by area employers and the Welding Advisory Committee.

As area employers shift from stick to GMAW/production welding, additional GMAW/production machines may be needed.

Three area high schools offer dual-credit welding courses. Students from these programs have successfully enrolled at IVCC to continue their welding training. One additional high school will be approached in FY10.

The employer advisory committee meets annually in order to keep the program informed on trends in occupational demand and to provide input and feedback on curriculum and technology matters. To address recruitment and enrollment issues, as well as to support employer workforce needs, the college hired a dual-credit/career recruitment coordinator in October 2007. This person will work to increase the number and quality of high school articulation agreements for students in the Area Career Center and in district high schools with welding programs. In addition, the same position will be the first opportunity the college has to focus specifically on recruitment for career programs, reaching both traditional and nontraditional age groups.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- [x] Standardized assessments
- [ ] Certification and licensure examination results
- [ ] Writing samples
- [x] Portfolio evaluation
- [x] Course embedded questions
- [x] Student surveys
- [ ] Analysis of enrollment, demographic and cost data
- [ ] Other, please specify:

**Statewide Program Issues (if applicable)**

Not applicable
Program Title: Graphic Design Technology

Degree: 03 – Graphic Design Technology Associate in Applied Science

CIP CODE: 500409

Degree: 30 – Graphic Design Technology certificate

CIP CODE: 500409

ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS

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☑ Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:
Improvements & Rationale for Action

The Macintosh lab will be updated with new iMac computers and industry standard software in fall 2009. Dreamweaver is now the software program being taught for Web Design as Adobe GoLive is no longer made and Dreamweaver is now the industry standard.

A new scholarship was established for a second year student; made possible by LetterKraft printers, one of the Illinois Valley's largest printers. The $1,000 scholarship will be awarded for the first time in fall 2009.

A rubric was created to standarize the assessment of portfolios of GDT students receiving their Associates degree.

In order to increase awareness of the program through more targeted advertising, a program newsletter will be created for fall 2009/spring 2010. Billboard advertising is also being considered.

A DVD, created in spring 2009, is being revised. The DVD is designed to promote the program to high school students, art instructors, counselors, parents, and others.

In spring 2009 the IVCC District High School Art Instructors group was created to increase awareness of the program and to build relationships and network with area high school art instructors.

Through an articulation agreement with the La Salle Peru High School Graphic Arts program, students can receive 3 hours of credit at IVCC if they pass a certification test. This agreement was put in place in fall 2007.

Demand for Graphic Designers will continue to rise due to the rapidly expanding market for web-based information and expansion of the video entertainment market. Demand is expected to grow by ten percent from 2006 through 2016 (Graphic Artist Guild and the Bureau of Labor Statistics).

Principle Assessment Methods Used in Quality Assurance for this Program

- [ ] Standardized assessments
- [ ] Certification and licensure examination results
- [ ] Writing samples
- [x] Portfolio evaluation
- [x] Course embedded questions
- [x] Student surveys
- [x] Analysis of enrollment, demographic and cost data
- [ ] Other, please specify:
Statewide Program Issues (if applicable)

Not applicable
**Program Title: Phlebotomy**

Degree: 30 – Phlebotomy certificate

CIP CODE: 511009

**ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS**

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**Action**

☑ Continued with minor improvements

☐ Significantly modified

☐ Discontinued/Eliminated

☐ Placed on inactive status

☐ Scheduled for further review

☐ Other, please specify:

**Improvements & Rationale for Action**

The Illinois Valley Community College Phlebotomy Certificate Program consists of three courses: ALH 1001 Terminology of the Health Field, ALH 1250 Principles and Practice of Phlebotomy, and ALH 1251 Phlebotomy Practicum. When this certificate was first developed, ALH 1001 was noted as a pre-requisite or co-requisite. However this was not entered into the Colleague System, and students were allowed to register for ALH 1250 and 1251 without taking ALH 1001. This lowered our certificate completion rate. This has been corrected and, beginning fall 2009, students will not be able to register for ALH 1250 and 1251 without having fulfilled the ALH 1001 co/pre-requisite.
This is expected to improve the certificate completion rate and to help foster student success in this program. In spring 2008, seven of the ten completing students took all three courses. However only four of the seven applied for the phlebotomy certificate. In summer 2008, of the nine students in the certificate program, only five completed all three courses and only four of those students applied for phlebotomy certificates.

Enrollment remains at 10 to 12 students per semester. This is the maximum number of students the clinical laboratory sites can accommodate. Surveys were sent to spring 2008 and summer 2008 program completers. The results are as follows:

- Spring 2008: 10 surveys were sent; four were completed and returned (40%); two of the four are presently employed as a phlebotomist.
- Summer 2009: nine surveys were sent; five were completed and returned (56%); three of the five are presently employed as a phlebotomist.

A recent Advisory Council meeting included area hospital laboratory managers. Some managers felt students were coming to the "work world" deficient in professionalism and a clear understanding of work attendance expectations. This topic is covered in the Phlebotomy curriculum and will continue to be stressed in both classes. The laboratory managers also volunteered to take turns coming to one class per semester to discuss "Work in the Real World" and what is expected. This will demonstrate to the students what is expected by the employer.

The laboratory managers also asked if students could have more practice with "live" sticks prior to coming to their labs for clinical experience. This was discussed with two other schools that have phlebotomy courses. It was decided that each of our students would have 15 "live" sticks, two syringe sticks, and two butterfly sticks prior to their clinical practicum. The Advisory Council agreed with this decision. This will be implemented in fall 2009.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- [x] Standardized assessments
- [ ] Certification and licensure examination results
- [ ] Writing samples
- [ ] Portfolio evaluation
- [x] Course embedded questions
- [x] Student surveys
- [x] Analysis of enrollment, demographic and cost data
- [ ] Other, please specify:

**Statewide Program Issues (if applicable)**

Not applicable
Program Title: Accounting

Degree: 03 – Accounting Associate in Applied Science

CIP CODE: 520301

Degree: 30 – Accounting certificate

CIP CODE: 520302

Degree: 20 – Advanced Accounting certificate

CIP CODE: 520302

ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS

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Action

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- □ Significantly modified
- □ Discontinued/Eliminated
- □ Placed on inactive status
- □ Scheduled for further review
- □ Other, please specify:
Improvements & Rationale for Action

The accounting programs are led by knowledgeable and enthusiastic faculty. Two are full-time instructors with Masters degrees. One is tenured, and one is going through the tenure process. Both serve as co-program coordinators.

Faculty remain current in the knowledge and pedagogy of the discipline by attending an annual in-state conference designed specifically for teachers of accounting. They also participate in development days and in-services provided by the College.

On-line instruction is an important part of the curriculum, and five on-line courses are offered on an annual basis. These include Fundamentals of Accounting, Financial Accounting, Managerial Accounting, Cost Accounting, and Tax Accounting.

The increased use of new instructional technologies will continue to be a program goal. One instructor has implemented the use of Homework Manager for Fundamentals of Accounting and Managerial Accounting. This software platform allows for the administration of homework, exams, and quizzes. When appropriate, students receive helpful hints to problems and immediate feedback to answers submitted.

A learning community pairing Fundamentals of Accounting and Introduction to Business continues to be successful. Students experience numerous collaborative learning opportunities.

IVCC’s award winning MIMIC (Making Industry Meaningful in College) class remains a key component in the A.A.S. degree. The course requires students from different disciplines (accounting, business administration, CAD, and electronics) to work together to set up and run an on-campus business. Issues studied include product selection, design, cost analysis, production, marketing, and sales.

Surveys of recent accounting graduates indicate that all are somewhat or very satisfied in the area of program satisfaction. Students responded to questions regarding content of program, skills courses, lecture experiences, equipment, facilities and materials, job preparation, and preparation for further education. Survey results were positive.

General enrollment in accounting courses has remained stable over a five year period. Enrollment did drop to a five year low in FY06 (headcount 409, credit hours 1,213) but has rebounded nicely in FY08 (headcount 444, credit hours 1,326). Analysis of the enrollment data suggests a continued increase in enrollment.
Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data

Other, please specify:

Statewide Program Issues (if applicable)

Not applicable
Program Title: Beginning Welding
Degree: 30 - Beginning Welding certificate
CIP CODE: 480508

ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS

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DEGREES/CERTIFICATES AWARDED

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Action

☑ Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

The Beginning Welding Certificate program is offered only by contract with the Illinois Department of Corrections (IDOC) at the Sheridan Correctional Center. The curriculum was determined by the IDOC, was approved by ICCB, and is consistent across all correctional institutions. At the Sheridan Correctional Center, IVCC also works with two private contractors hired by IDOC (SAFER and TASC) who coordinate job placement, continued drug treatment, and other services with inmates once they parole. They have reported no issues concerning difficulties placing graduates of the Beginning Welding program. However, IVCC gets very little statistical information from SAFER or the IDOC regarding job placement and is bound by Administrative Directive to have limited contact with former inmates. In November 2008, the Safer Foundation prepared a report for the
Governor’s office in which it reported “26 job starts utilizing the Welding certification” by paroled students since IVCC began the welding program in 2005. Of the five job areas noted in the report (food service, welding, manufacturing, shipping & receiving, and forklift operator), welding was the 2nd highest in jobs starts using a certification that was earned at Sheridan. Unfortunately we have no way of knowing how many of the 165 “completers” of the certificate are either a) still on parole and seeking employment or b) have gained employment in another area.

The structure of the program offering is based on an open entry/open exit format in a six-month time frame operating on a 12-month fiscal calendar. IVCC has operated this program with two full-time instructors, which has enabled our program to have approximately 96 annual full-time enrollment “slots” for students during a fiscal year. Overall enrollment in the program fluctuates due to the headcount at the facility. However, from FY06 through FY08 IVCC has served an average of 123 inmates per fiscal year with an average of 55 inmates completing the program per year. Often inmates are enrolled in the program too close to their parole date and are, therefore, unable to complete the entire certificate program. One IVCC instructor resigned in fall 2008, and the IDOC has not allowed the College to fill the open position. Consequently, head count, credit hours, and completers will drop significantly in FY09 and into the future until the second position is filled. Due to state budget constraints, the IDOC did not include funding of the second welding instructor position in the FY10 contract.

In May 2008, one of the other service providers hired a private consultant to evaluate several of the training programs at Sheridan. The welding program was one of three programs selected. Their evaluation of the program was limited to a brief observation of the lab and classroom setting and brief review of the curriculum. Many of the suggestions for improvement in the program had to do with introducing different welding processes, different welding materials, and AWS certification testing. All of the suggestions would be welcome additions to the program, as many of the items suggested are already in place and fully implemented in our on-campus welding program. However, IVCC must operate the welding program at the Sheridan Correctional Center within a very restricted budget that includes only enough funding for routine annual maintenance of equipment and minimal consumable supplies for the number of students served. A suggestion to extend the length of the program to allow for more and varied mastery of additional skills would be desirable, but the nature of the treatment program at Sheridan restricts offerings to programs of six months or less.

When the Sheridan Correctional Center was re-opened during FY04, it was designated as a National Model Drug Prison & Reentry Program to address the alarming correlation between substance abuse and crime rates. At the time of its inception, an estimated 69 percent of new inmates were convicted for drug-involved crimes. The Sheridan model targets offenders with substance abuse problems and provides intensive treatment, job training, and counseling during incarceration and substantial support during the reentry process.
Given the nature of the population at Sheridan, many students placed into this program do not have a high school diploma or GED. Students are placed into this program with TABE scores as low as 8.0. Prospective welding students with TABE scores in the 5.0 – 8.0 range must first complete a “bridge” program specifically designed to help inmates with low TABE scores be better prepared to pursue the program. The students concentrate on mathematics, units of measurement, reading, and vocabulary related to the welding curriculum.

In FY08 the staff at Sheridan formed an Advisory Council. The Advisory Council is made up of at least two industry representatives from each program area. Their annual task is to meet with faculty to review the laboratory equipment and provide input on the curriculum for each program area. This has proven to be a very valuable meeting as the industry representatives have been very impressed with the laboratory setup and the content of the program, offering only minor suggestions in competencies covered. Equipment upgrades and suggestions to expand into non-ferrous metals were also noted by this group. This additional feedback was passed along to the IDOC and money has been included in the FY10 contract for a new welding "gun", aluminum filler wire, and aluminum stock.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

**Statewide Program Issues (if applicable)**

The main constrainers or obstacles the community colleges face in terms of success in the correctional setting center around three factors: the skill level of the students entering each of these programs, the length and nature (open entry/open exit) of the instructional format necessary in the IDOC setting, and the budget constraints faced by the programs.

Sheridan, like most correctional settings, currently uses open entry/open exit for scheduling. We try to limit new entry into a program to approximately every four weeks. This allows for a greater number of students to have more contact time with each instructor and for a greater number of students to progress through the program as a group. As the system is constructed, many students move through many areas in a self-paced format. With 15 students, it is possible to have each on a different track.
Completers who do not possess a high school diploma or a GED are going to have additional difficulties obtaining a job. This is part of what makes Sheridan unique. There would be a serious lack of career and technical education for almost half the population at Sheridan if a diploma were required for a vocational program. All students are encouraged to enroll in GED classes upon completion of a CTE program. Herein lies part of the problem. The length of the sentence for most Sheridan offenders is insufficient to complete vocational training and a GED. The Bridge program at Sheridan helps to address students’ basic skill deficiencies.

Perhaps the single most important state-level issue that needs to be addressed is the lack of adequate funding for the correctional program offerings. The Illinois Department of Corrections does not provide adequate funding in the annual contracts with the community colleges for the correctional program offerings. In the last five years the IDOC has only allowed the community colleges to include one pay raise in their annual contracts. A five percent pay raise is slated to go into effect for the FY10 contract. However, this pay raise is at the expense of the College’s indirect costs being reduced from ten percent to seven percent. In addition to having to pay staff wages that are significantly lower than those of their on-campus counterparts, the colleges are faced with the task of providing high quality instruction while having no prospect of sufficient funding via the annual contract for adequate instructional equipment, consumable supplies and textbooks, instructional technology, or faculty professional development opportunities. The State of Illinois needs to provide adequate funds to the IDOC to support the community college at levels similar to the other private contractual vendors in their endeavor to provide quality programs.
Program Title: Commercial Custodial Training

Degree: 30 – Commercial Custodial Training certificate

CIP CODE: 190699

ENROLLMENTS, CREDIT HOURS, AND COMPLETIONS

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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Commercial Custodial Training Certificate program is offered only by contract with the Illinois Department of Corrections (IDOC) at the Sheridan Correctional Center. The curriculum was determined by the IDOC, approved by ICCB, and is consistent across all correctional institutions. At the Sheridan Correctional Center IVCC also works with two private contractors hired by IDOC (SAFER and TASC) who coordinate job placement, continued drug treatment, and other services with inmates once they parole. At this time they have reported no issues concerning difficulties placing graduates of the Commercial Custodial Training program. However, IVCC gets very little statistical information from SAFER or the IDOC regarding job placement and is bound by Administrative Directive to have limited contact with former inmates. In November 2008 the Safer
Foundation prepared a report for the Governor's office that provided some job placement information. However the Commercial Custodial Training Certificate program was not mentioned in the report.

The structure of the program offering is based on an open entry/open exit format in a six-month time frame operating on a 12-month fiscal calendar. IVCC operates this program with one full-time instructor, which enables our program to have approximately 60 annual full-time enrollment “slots” for students during a fiscal year. Overall enrollment in the program fluctuates due to staffing issues and the headcount at the facility. However, from FY 05 through FY08, IVCC served on average 56 inmates per fiscal year with an average of 20 inmates completing the program per year. Often inmates are enrolled in the program too close to their parole date and are, therefore, unable to complete the entire certificate program. Late FY06 into early FY07 saw a drop in the number of inmates served and completers as the result of an instructor resignation. Enrollments rebounded in the second half of FY07 once a new instructor was hired.

In addition to the Commercial Custodial Training Certificate from IVCC, students in the program are eligible to take the Cleaning Management Institute (CMI) Custodial Technician Certification Exam. Of the 79 IVCC Commercial Custodian Training Certificate completers from FY05 through FY08, 35 also received the national CMI Certification.

When the Sheridan Correctional Center was re-opened during FY04, it was designated as a National Model Drug Prison & Reentry Program to address the alarming correlation between substance abuse and crime rates. At the time of its inception, an estimated 69 percent of new inmates were convicted for drug-involved crimes. The Sheridan model targets offenders with substance abuse problems and provides intensive treatment, job training, and counseling during incarceration and substantial support during the reentry process.

Given the nature of the population at Sheridan, many students placed into this program do not have a high school diploma or GED. Students are placed into this program with TABE scores as low as 8.0. Prospective commercial custodial students with TABE scores in the 5.0 – 8.0 range must first successfully complete a "bridge" program specifically designed to help inmates with low TABE scores prepare to pursue the program. The students concentrate on mathematics, units of measurement, reading, and vocabulary related to the commercial custodial curriculum.

In FY08 the staff at Sheridan formed an Advisory Council. The Advisory Council is made up of at least two industry representatives from each program area. Their annual task is to meet with the faculty to review the laboratory equipment and provide input on the curriculum for each program area. This has proven to be a very valuable meeting as the industry representatives have been impressed with the laboratory setup and the available cleaning equipment and chemicals. There were no suggestions for the content of the program as it already follows the Cleaning Management Institute (CMI) Custodial Technician certification guidelines. Arrangements have been made to use...
some of the facility's large equipment for classroom demonstrations rather than attempting to secure funding for additional equipment.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

**Statewide Program Issues (if applicable)**

The main constrainers or obstacles the community colleges face in terms of success in the correctional setting center around three factors: the skill level of the students entering each of these programs, the length of time and nature (open entry/open exit) of the instructional format necessary in the IDOC setting, and the budget constraints faced by the programs.

Sheridan, like most correctional settings, currently uses open entry/open exit for scheduling. We try to limit new entry into a program to approximately every four weeks. This allows for a greater number of students to have more contact time with each instructor and for a greater number of students to progress through the program as a group. As the system is constructed, many students move through in a self-paced format. With fifteen students, it is possible to have each student in a different track.

Completers who do not possess a high school diploma or a GED are going to have additional difficulties obtaining a job. This is part of what makes Sheridan unique. There would be a serious lack of career and technical education for almost half the population at Sheridan if a diploma were required for a vocational program. All students are encouraged to enroll in GED classes upon completion of a CTE program. Herein lies part of the problem. The length of the sentence for most Sheridan offenders is insufficient to complete vocational training and a GED. The Bridge program at Sheridan helps to address students’ basic skill deficiencies.

Perhaps the single most important state-level issue that needs to be addressed is providing adequate funding for the correctional program offerings. The Illinois Department of Corrections does not provide adequate funding in the annual contracts with the community colleges for the correctional program offerings. In the last five years the IDOC has only allowed the community colleges to include one pay raise in their annual contracts. A five percent pay raise is slated to go into effect for the FY10 contract. However, this pay raise is at the expense of the College’s indirect
costs being reduced from ten percent to seven percent. In addition to having to pay staff wages that are significantly lower than those of their on-campus counterparts, the colleges are annually faced with the task of providing high quality instruction while having no prospect of sufficient funding via the annual contract for adequate instructional equipment, consumable supplies and textbooks, instructional technology, or faculty professional development opportunities. The State of Illinois needs to provide adequate funds to the IDOC to support the community colleges at levels similar to the other private contractual vendors in their endeavor to provide quality programs.
2009 ACADEMIC DISCIPLINE AREA REVIEWED

Physical and Life Sciences

Improvements & Rationale for Action

Twelve experienced full-time faculty teach physical and life sciences. Eleven are tenured, and one is in the tenure process. All have advanced degrees in their discipline, with ten having Masters degrees and two having Ph.D. degrees.

Faculty remain current in the knowledge of their disciplines by attending state and national conferences. They also participate in development days and in-services provided by the College.

The importance of on-line instruction is recognized by the department, and on-line course offerings have increased in recent years. On-line courses in environmental biology, weather and climate, physical geography, and cultural geography are scheduled on an annual basis. The weather and climate and physical geography courses also have an on-line lab component. A goal of the department will be to increase the number of courses offered on-line.

All faculty are proficient in the use of Smart Room equipment. Many use Blackboard or Web CT. Faculty web pages are excellent in that they are designed to facilitate and enhance communication and student learning.

While lecture rooms are state of the art, the physical and life science labs are not. Although still very functional, the 41-year-old labs are in need of renovation. The College has developed a plan to address this issue. Engineers and architects have been hired to construct a plan. Renovation work is tentatively scheduled to begin in summer 2010.

Computer technology has been added to both the physical and life science laboratories. The technology is used for a variety of applications including data entry and analysis, PowerPoint presentations, and physiology demonstrations.

A great strength of the department is in the instructional supplies. Budgets have been adequate to purchase all needed materials. Capital equipment purchases in the past few years include 20 light compound microscopes, a male and female cadaver, a new anatomy torso model, and an autoclave.

Enrollment throughout the department is on the rise. Enrollments by credit hours for all science courses for FY09 were at a five-year high of 12,801. Student retention rates are very good, with no discipline being below 84.1 percent.
The future looks bright for physical and life sciences. We have a strong faculty, strong curricula, great lecture facilities, and a realistic goal for laboratory renovations.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

**Statewide Program Issues (if applicable)**

Not applicable
2009 CROSS-DISCIPLINARY PROGRAM AREA REVIEWED

Remedial/Developmental

Improvements & Rationale for Action

Since the last review of the developmental education program, several improvements have been made in curriculum, delivery methods, support services, and staffing. Needed improvements cited in the last ICCB report have been achieved. With developmental education, challenges always are present, and in the last five years new challenges have arisen.

Improvements recommended in the last review.

- **Develop departmental pre/post tests in reading, English, and mathematics to measure student learning.**
  - A variety of diagnostic tests are given in each subject area. Post tests are given in English through a rewrite of the diagnostic essay and in reading through a retake of the Accuplacer reading test. A pretest is given in mathematics to verify placement, and a final exam is given at the end of the semester.

- **Assign letter grades to reading and English developmental classes.**
  - All developmental reading and English classes follow this grading scale: A = 94-100; B=87-93; C=80-86; F= 79 or below. A cumulative grade below 80 percent is failing.

- **Develop a method of stopping students from enrolling in the next level classes when a developmental class is dropped or failed.**
  - The division administrative assistant sends a letter to each student who withdraws or fails RED 0900 Basic Reading II, ENG 0900 Basic Composition II, or MTH 0907 Intermediate Algebra. The letter advises the student to re-enroll in the course.
  - The Assessment Center personnel review all class lists prior to the start of the semester to see if all students enrolled have met the prerequisite. If they haven’t, their instructor directs them to counseling for a schedule change.

- **Strengthen data collection and use it for planning and improving curriculum.**
  - Statistics are now kept on enrollment, retention, and success rates of all developmental courses. Statistics are also kept on the success of students in their 1st college level math or English course. Work remains on using this information for planning and improvement.

Since the last review, the following strengths have become a part of the developmental education program.

- A new computer lab is dedicated to developmental classes. All development classes now have a minimum of one class meeting per week in a computer lab.
- The Math Learning Center and the Reading, Writing, and Study Skills Lab have been remodeled. Each student work station now has a computer.
In developmental mathematics, My Math Lab has been implemented as the major instructional component. All extension site Math Learning Centers are taught in a computer lab. Developmental English faculty, under the direction of college-level English faculty, developed common division rubrics to use in grading paragraphs and essays. Developmental English classes use a division-created diagnostic essay prompt to verify placement. This is given at the first or second class meeting of the semester. All reading classes verify reading placement through the administration of the Degrees of Reading Power (DRP) test. A section of MTH 0906 Basic Algebra is offered as a blended class. One study skills online class, SSK 0902, was revised, and another was developed online, SSK 0903.

The student/instructor ratio was lowered in the on campus and extension site Math Learning Centers. More adjunct faculty members are used rather than student helpers. A new 3 credit hour study skills class, SSK 0904 College Study Skills, was developed to offer students an in-depth study and application of study skills. This was developed in response to student needs as more students are entering college with poor study skills. A new lab class, ENG 0909 English Lab, was developed for students who pass ENG 0900 but who need further support and for students who place into ENG 1001 English Composition I or ENG 1205 Written Communication Skills for Business, Industry and Technology but who have some weak areas in their writing that may hinder success. Hand-scored English placement essays were replaced by Accuplacer’s Write Placer, which is computer scored. The Teaching and Learning Committee created an ad hoc committee to study reading. One recommendation that was implemented in summer 2009 was a reading requirement for ENG 1001 and ENG 1205. Developmental instructors have regularly collaborated with Disability Services to better meet the needs of students with disabilities.

**Enrollment Trends / Placement**

Enrollment in developmental education classes continues to increase. Instruction continues to be offered in both individualized lab and lecture formats. One blended section is offered for Mth 0906, Basic Algebra, with very limited enrollment.

The following table illustrates duplicated enrollment in required mathematics, reading, and English courses.
## Enrollment in Required Developmental Courses

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<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
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<tr>
<td>English</td>
<td>284</td>
<td>359</td>
<td>410</td>
<td>629</td>
</tr>
<tr>
<td>Mathematics</td>
<td>871</td>
<td>783</td>
<td>819</td>
<td>866</td>
</tr>
<tr>
<td>Reading</td>
<td>485</td>
<td>420</td>
<td>550</td>
<td>584</td>
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The following chart illustrates the success rates, defined as a grade of "C" or better, in required mathematics, reading, and English courses.

### Success Rates of Required Developmental Students

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<th>FY 06</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>47 %</td>
<td>58 %</td>
<td>53 %</td>
<td>57 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54 %</td>
<td>55 %</td>
<td>54 %</td>
<td>54 %</td>
</tr>
<tr>
<td>Reading</td>
<td>60 %</td>
<td>70 %</td>
<td>69 %</td>
<td>63 %</td>
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</table>

The success of developmental education is measured at how well students perform in college-level classes. The following table illustrates the success of the students who took college-level mathematics or English the semester after completing developmental work.

### Success Rates of Required Developmental Students at the Next Level

<table>
<thead>
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<th></th>
<th>FY 05</th>
<th>FY 06</th>
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<th>FY 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>68 %</td>
<td>68 %</td>
<td>53 %</td>
<td>44 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66 %</td>
<td>56 %</td>
<td>66 %</td>
<td>78 %</td>
</tr>
</tbody>
</table>
An emerging pattern is the enrollment of students who lack the basic skills to succeed in college. Typically, these students have been placed either into Adult Education courses or developmental education courses and, unfortunately, have not been successful. A cross functional team has been created to study this and has been charged with developing a special program of study.

**Staffing**

Staffing of instructors for developmental education remains unchanged. There are four full-time instructors, and this past academic year 25 adjuncts taught developmental classes. Two full-time instructors are planning retirements in the next two to five years. While the adjuncts are excellent and dedicated teachers, the large number creates problems. It’s extremely difficult to gather the group for such essential activities as planning, sharing, or development. Teaching developmental education is different than teaching college-level classes mainly because of the types of students and the experiences and problems they bring into the classroom. The last two years has brought more students with poor basic skills and with disabilities. This makes professional development activities for instructors essential.

**Placement**

IVCC continues to have mandatory placement in English and mathematics. Beginning in summer 2009, a reading requirement was added to ENG 1001 and ENG 1205. Therefore, anyone wishing to enroll in English or math must take the Accuplacer reading, math, and English tests or submit an appropriate ACT sub score.

Math, English, and reading instructors feel strongly about the importance of placement; and they feel the current placement system is working well. Instructors typically review placement scores every two years to see if any adjustment is needed. The Vice President for Learning and Student Development is assembling a team to assess current practice as a routine component of continual quality improvement.

Accuplacer scores show an increase in the number of students testing into developmental education courses.
<table>
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<th>% Dev</th>
<th>% College Level</th>
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<td>601</td>
<td>86.19%</td>
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<td>2007</td>
<td>602</td>
<td>82.56%</td>
<td>17.44%</td>
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<td>2006</td>
<td>533</td>
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<td>621</td>
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<td></td>
<td>2002</td>
<td>568</td>
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<tr>
<td>Reading</td>
<td>2008</td>
<td>484</td>
<td>39.46%</td>
<td>60.54%</td>
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<td></td>
<td>2007</td>
<td>474</td>
<td>43.88%</td>
<td>56.12%</td>
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<td>2006</td>
<td>424</td>
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<td></td>
<td>2002</td>
<td>564</td>
<td>33.16%</td>
<td>66.84%</td>
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<tr>
<td>English</td>
<td>2008</td>
<td>462</td>
<td>59.09%</td>
<td>40.91%</td>
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<td></td>
<td>2007</td>
<td>441</td>
<td>51.70%</td>
<td>48.30%</td>
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<td>2006</td>
<td>413</td>
<td>45.04%</td>
<td>54.96%</td>
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<td></td>
<td>2005</td>
<td>574</td>
<td>35.89%</td>
<td>64.11%</td>
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<td>2004</td>
<td>700</td>
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<td></td>
<td>2003</td>
<td>617</td>
<td>28.85%</td>
<td>71.15%</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>545</td>
<td>26.97%</td>
<td>73.03%</td>
</tr>
</tbody>
</table>

IVCC shares placement results with feeder high schools at three annual meetings: Counselor Convocation, the High School Mathematics Teachers meeting, and the High School English Teachers meeting. College-level mathematics and English instructors have studied the results with their high school counterparts and have discussed the math and English skills needed for college success. Two of IVCC’s feeder high schools have investigated the possibility of bringing developmental math to their high schools. These schools wish to test juniors and offer remediation during the senior
year. IVCC is encouraging these schools to review their curriculum and has offered to facilitate that process. IVCC hopes to work with area elementary and high schools on curricula so that mathematics, English, and reading are aligned. Also, IVCC is a participant in the American Diploma Project and has appointed a full time English instructor as the College’s representative.

**Improvements Needed**

The following are issues developmental education plans to address in the next five-year period. Developmental education faculty and staff plan:

- to better serve the needs of students wishing to attend IVCC but who don’t have the skills to succeed in college;
- to develop a Refresher Algebra pilot with a feeder high school with the goal of improving math placement scores (The pilot will be extended to all high schools);
- to create online courses for MTH 0907, Intermediate Algebra, and ENG 0909, English lab;
- to create blended courses for RED 0900 and ENG 0900;
- to begin using data for informed program decision making; and
- to improve the marketing of specific developmental courses.

**Principle Assessment Methods Used in Quality Assurance for this Program**

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify:

**Statewide Program Issues**

Not applicable
2009 STUDENT AND ACADEMIC SUPPORT SERVICES

Peer Tutoring/ Writing Center

Major findings and Improvements/Modifications

Peer Tutoring / Writing Center has experienced several changes during the last five years. The location of the center was moved to a larger space to accommodate increased usage by students. It is now housed within the Computer Resource Center, and the entire area has been renamed the Learning Commons. This area has become a gathering place for students who need access to computers and who need assistance with computers or any course-work. The chart below shows the enrollment trends and the success of students who have received tutoring.
### Tutor and Writing Center - Fall

<table>
<thead>
<tr>
<th></th>
<th>03/FA</th>
<th>04/FA</th>
<th>05/FA</th>
<th>06/FA</th>
<th>07/FA</th>
<th>08/FA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutored</td>
<td>344</td>
<td>188</td>
<td>252</td>
<td>331</td>
<td>309</td>
<td>340</td>
<td>344</td>
</tr>
<tr>
<td>WC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>437</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>445</td>
</tr>
</tbody>
</table>

### Peer Tutoring Grade Percentages for Spring

<table>
<thead>
<tr>
<th></th>
<th>03/SP</th>
<th>04/SP</th>
<th>05/SP</th>
<th>06/SP</th>
<th>07/SP</th>
<th>08/SP</th>
<th>09/SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or Better</td>
<td>81%</td>
<td>80%</td>
<td>79%</td>
<td>73%</td>
<td>81%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>B or Better</td>
<td>62%</td>
<td>48%</td>
<td>51%</td>
<td>45%</td>
<td>54%</td>
<td>56%</td>
<td>57%</td>
</tr>
<tr>
<td>WD Rate</td>
<td>5%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>
The past academic year saw a new partnership between the Peer Tutoring/Writing Center and the Athletic Department, with the goal of improving the academic success of student athletes. Each student athlete who is not earning a B in any class must attend three hours of study group per week in the Learning Commons. The advantage of holding study group in this area is that the athletes are able to receive assistance from tutors. This arrangement and resulting academic support have resulted in improved GPAs for the College’s athletes. At the end of this academic year, 34 of the 88 athletes achieved at least a 3.0 GPA, compared to an overall average of 2.6 in AY08.

Another change in the Peer Tutoring/Writing Center is the addition of professional tutors in the subject areas of English, mathematics, and biology. Professional tutors are needed to tutor higher level courses, to fill in where there is a peer tutoring shortage, and to serve as role models to peer tutors. Also, each semester, one full-time English faculty member is assigned three credit hours of load in the Writing Center. Math faculty members occasionally conduct office hours in the Learning Commons, where they offer assistance in higher-level math courses.

The Peer Tutoring Coordinator continues to investigate additional methods for delivering assistance to students. In fall 2008, online tutoring was piloted in some developmental
mathematics courses. Recently, a blog was set up for students to submit a pre-algebra or algebra question. Students receive a response within 24 hours. It is anticipated that the blog pilot will be expanded to additional subject areas.

Other improvements include t-shirts and name tags for tutors so they are easily recognized and an organizational system for tutor files to ensure all pertinent information is included in the folders. The division’s administrative assistant works with the Peer Tutoring Coordinator at the beginning of each semester to update folders. White board easels were purchased to assist with tutoring mathematics. Laptop computers originally intended for the Writing Center use were made available to all students within the Learning Commons. A library of study guides and textbooks has been established. Sharing a location with the computer resource center allows access to software that is either used in specific classes or is used to support instruction.

Assessment and Improvement Plan
This past spring an assessment of the Peer Tutoring/Writing Center was conducted. Tutors, peer and professional, and tutees completed evaluation forms. One Hundred percent of all tutees surveyed agreed or strongly agreed that their tutor session was helpful, that they were treated with respect, and that they felt more confident about their assignment after being tutored. Staff members of the Peer Tutoring/Writing Center and of the area in which it is housed met for a 2.5-hour assessment of the entire operation. Results showed that students, faculty, and staff are pleased with the services provided. The assessment resulted in an improvement plan. A brief explanation and proposed timeline of the plan follows.

Tutor Training
* It is difficult to hold a common tutor training session because of the diverse schedules of tutors. By fall 2009, a portion of the training will be online. A template will be created so that area-specific information can be added to the general tutoring information.
* A training component for new math tutors will begin in fall 2009. Math tutors will have to "teach" math problems to the tutor coordinator, who will evaluate the tutor's math knowledge and ability to teach the tutee rather than to simply do the work for the tutee.

Staff Issues
* The Peer Tutor Coordinator position remains part-time. With the continued growth of the center, it would be beneficial to have a full-time coordinator. This has been presented to Budget Council in the past and has been denied because of funding issues. It will continue to be brought to the council.
* Supervision is needed in the Learning Commons area until closing. Currently, unsupervised student workers staff the area in the evening. This will be brought to Budget Council.
* Job descriptions of evening student workers need to be reviewed and possibly revised. This will be completed during fall 2009.
Student Issues
*An improved method of tracking students who receive services is needed. Because of the open area of the Learning Commons, there is no main service desk area. Many students receive services but don’t sign attendance sheets, which skews stats. By December 2009 the Learning Commons area will be reconfigured. The College is installing Accutrack to allow for the tracking of attendance.

* Tutor hours need to be extended to meet the needs of evening students. Additional money has been put into the FY10 budget, and administration is seeking evening student workers who can assist in multiple areas of the Learning Commons.

Administrative Issues
* Learning Commons is under the supervision of two administrators. By fall 2011, the organizational chart will be reviewed and adjusted.

Workshops
* Workshops on a variety of topics will be established: note taking, test taking, study schedule, reading a text, balancing work and school, finances, etc. A minimal number of workshops will be available in fall 2010 with more added each semester.

* The Writing Across Campus initiative will continue and will host workshops for faculty through the Writing Center. These will start in fall 2009.

Statewide Programmatic Issues
The Peer Tutoring/Writing Center could be affected by the state budget woes as cuts are made to higher education. Tutoring is a free support service for all students. It is funded totally through the Education Fund and generates no income. Each semester, demand for the services provided by the Peer Tutoring/Writing Center increases. With the increasing number of tutees, comes the need for more tutors, both peer and professional. The College invests in the Peer Tutoring/Writing Center because the success of the students who seek the assistance results in the College’s retention rate increasing.
**Disability Services**

**Major findings and Improvements/Modifications**

The number of students with special needs requesting services is increasing as illustrated in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Unduplicated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>65</td>
</tr>
<tr>
<td>2005-2006</td>
<td>57</td>
</tr>
<tr>
<td>2006-2007</td>
<td>52</td>
</tr>
<tr>
<td>2007-2008</td>
<td>66</td>
</tr>
<tr>
<td>2008-2009</td>
<td>82</td>
</tr>
</tbody>
</table>

Disability Services has determined the increase over the past three years is the result of one or more of the following factors:

* Increase in the number of students with disabilities entering college;
* Stronger relationship with feeder high schools;
* Improved transition process;
* Increased referrals by faculty and staff due to professional development provided by Disability Services.

The largest population served each year is students with learning disabilities. There has been a steady increase in students with AD/HD and psychological disabilities. Students with autism or Asperger's are included in the psychological category, and there is a steady increase in these two categories. The number of students with hearing, vision, and health impairments has been relatively stable and low. While students with English language learning issues aren't technically qualified for services, Disability Services provides accommodations as needed.

Several improvements have been made to Disability Services over the last few years. In-house psychological testing is offered to students. This testing allows students who can't afford costly private psychological testing to identify learning problems and receive academic accommodations to assist them in reaching their academic goals while at IVCC. The use of Excel and Colleague has created improved ways to track students and provide data for informed decision making. Office hours are now flexible and include extended evening hours to better meet the needs of students. Community outreach efforts have solidified relationships with area agencies and feeder high schools. Transition services include attendance at high school senior IEP meetings, coordination of placement testing, assistance with the college entry process, and meetings with students within the high school to make them aware of possible services and college expectations.

The Disability Support Network has been revived. The network has given area special educators the opportunity to participate in several training opportunities held at IVCC. A region-wide
training, co-sponsored by IVCC, SRAVTE, and the Regional Office of Education, offered a day long workshop on All Kinds of Minds. This workshop focused on specifically analyzing students’ needs and strengths and then tailoring interventions to them. Another activity allowed secondary special education teachers to become more aware of the services of IVCC’s Adult Education Department. Finally, a study was conducted of the national trend toward under-preparedness of the entering college student. Data that reflected the overall level of under-preparedness as well as the minimum skills needed to be "college ready" was gathered and disseminated to local education groups. This information will hopefully allow feeder high schools to offer their students a more realistic view of the skills needed to succeed in college. Several initiatives have sprung off of this data. One is the creation of a new class, SSK 0904 - College Study Skills, which teaches and applies study skills to actual college situations. The target group for the class is those students who may be underprepared but are able to be successful with college-level academic work. The last initiative, which is in its infant stage, is to create an alternative program for students who may not be able to succeed at college level work. The development of this program is being done in partnership with community disability leaders.

The biggest challenge Disability Services faces is effectively positioning underprepared students for success. Students who have never taken a regular education class in high school are coming to IVCC with the hope of completing a college program. Finding options and choices that will match their skills and interests is challenging. Other challenges include having the time and resources to complete vitally important projects, such as:

* Developing assistive technology modules for use by staff, faculty and students;
* Completing the development of a fully accessible website; and
* Developing and delivering study strategy workshops.

Since Disability Services is staffed by two part-time co-coordinators, the majority of their time is spent providing direct services to students. Minimal time is available for the projects mentioned above.

**Statewide Programmatic Issues**

Decreases in state and federal funding limit professional development that will assist in providing the best practices in the field of disability services.

Decreases in funding to the Office of Rehabilitation Services have eliminated monetary assistance in providing academic accommodations to their clients. The College, however, is still mandated to provide these services and now must absorb 100% of the cost.

The elimination of the Special Populations and Student Success grants has caused expensive professional development and funding of services to be taken from general college funds. This
funding is especially needed in the areas of providing sign language interpreters and peer and professional tutors.
Assessment Center

Major findings and Improvements/Modifications

During the past five years, the Assessment Center has experienced significant change. The coordinator has gone from a part-time to a full-time position resulting in increased service to students and to the community. The physical space of the Assessment Center has changed. In 2004, the Center moved to a newly remodeled area offering specific areas for paper/pencil testing, computerized testing, and special needs testing. In addition, there is a separate workspace area for proctors. Security cameras monitor testers, and an office area is available for the coordinator and GED test storage.

The services offered by the Assessment Center have broadened over the years.

* **Nursing Inventories** - Upon acceptance into the nursing program, students are required to take a series of inventories in math, reading comprehension, and critical thinking. Over the past two years these inventories have shifted from paper/pencil to a computerized format administered in the Assessment Center.

* **Computer Literacy Testing** - SOUP (Search, Organize, Use resources, Produce) is an initiative that has explored the computer literacy and information literacy of IVCC students. In spring 2008, the Assessment Center participated in a pilot administering a test that measured the computer literacy of incoming students. In spring 2009, computer literacy testing was made a component of the battery of placement tests given to incoming students.

* **Human Resource Testing** - Candidates interviewing for employment positions at IVCC are required to take either a skills test or a writing sample based on the position for which they are interviewing. These assessments are administered in the Assessment Center.

* **Contractor Safety Testing** - The Continuing Ed Department contracts with area contractors to administer a safety test that is proctored in the Assessment Center.

* **GED Testing** - The demand for GED testing has increased in the last 1.5 years. IVCC is able to meet the increased demand because of the full time coordinator.

* **Write Placer** - Write Placer is the computerized essay component of Accuplacer that is computer scored. It has replaced the written essay that had been graded by members of the English faculty.

* **Increased Services** - Having a full time coordinator has allowed the Assessment Center to extend hours. The center opens earlier in the day, and additional evening hours have been added.
Opportunities for Improvement-
* The use of the Assessment Center has increased. (See the table below.) The demand for computerized testing is increasing with the increased use of Blackboard by faculty, the nursing inventories and the computer literacy testing. This demand has increased the need for additional computers.

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>Nursing</th>
<th>Make-up</th>
<th>Accuplacer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY04</td>
<td>321</td>
<td>84</td>
<td>2130</td>
<td>6194</td>
<td>1460</td>
</tr>
<tr>
<td>FY05</td>
<td>327</td>
<td>125</td>
<td>2170</td>
<td>4522</td>
<td>1366</td>
</tr>
<tr>
<td>FY06</td>
<td>338</td>
<td>114</td>
<td>2543</td>
<td>4327</td>
<td>1286</td>
</tr>
<tr>
<td>FY07</td>
<td>367</td>
<td>106</td>
<td>2513</td>
<td>4523</td>
<td>1759</td>
</tr>
<tr>
<td>FY08</td>
<td>427</td>
<td>156</td>
<td>2190</td>
<td>4902</td>
<td>1765</td>
</tr>
</tbody>
</table>

* The increase in the dual-credit offerings in area high schools has increased the demand for the Assessment Center staff to administer the Accuplacer placement tests at local high schools. Often, computer issues at the high school hinder the placement testing process.

Proposed Plan for Future Improvement-
* Ottawa Campus Center- The Ottawa Campus is planned to open in fall 2010 and will house a small Assessment Center. Beginning in summer 2009, plans will be drawn for the new center.

* A new building, the Community Technology Center, is being planned for the College and construction will hopefully start within a year. Plans currently call for the Assessment Center to be housed in this new building.

* The two projects listed above will cause changes in staffing and equipment needs.

* Increased use of online testing by faculty will change make-up testing. More computers will be needed rather than paper/pencil space.

* Some career licensing testing is proctored at IVCC by non-Assessment Center personnel. A goal is to bring all testing under the umbrella of the Assessment Center.

**Statewide Programmatic Issues**

Not applicable
2009 BEST PRACTICES AND INNOVATIONS

Annual Career and Technical Education Internal Program Review

Programmatic area addressed by the Best Practice
All Career and Technical Programs

Descriptions of the innovation / best practice
Program coordinators, their deans, and other academic administrators are annually provided with data on student enrollments, program costs, graduate counts, and area job projections. This data, when compared to data from past years, aids in discussion of the programs current and future course.

Enrollment information provided includes: section utilization, duplicated enrollment counts, and credit hour counts. Section utilization, defined as students divided by seats for CTE courses in the program, has shown which programs can add students and which are at or near capacity. As some courses are used by multiple programs, even though a program may have a low number of enrollees, many of the courses they offer may be regularly filled.

Program costs that are shared include: faculty salaries and fringe benefits, operating expenses (such as office supplies, printing, travel, and recruitment costs), and income from apportionment, tuition, and course fees along with any service project income. These costs do not include general college costs such as building maintenance, counseling services, etc.. By looking at a five-year comparison of individual costs and income, as well as cumulative net income, coordinators and administration have the capability to see if a program is financially stable or improving.

Program graduate counts have been shared with advisory councils, the Illinois Valley Community College Board, and occasionally the public in marketing. Information from Economic Modeling Specialists Incorporated (formerly CC Benefits) focusing on the three counties of La Salle, Bureau and Putnam has also been used as a marketing tool as well as information for current students considering different aspects of the field in their career planning. One last piece of information provided to the program coordinators every fifth year, in preparation for the ICCB Program Review Report, is a summary of graduate follow-up study responses of their graduates.

By gathering this information and sharing it with the Deans, program coordinators, faculty, and senior administration, the college is better able to make data informed decisions concerning certain aspects of the Career and Technical Education programs. The information can help answer
questions concerning staffing levels, course section offerings, course fee changes, and the overall need to continue offering a program.

**What are the results / measurable outcomes?**

The Annual C.T.E. Internal Program Review has enhanced discussion between the program coordinators and students, program coordinators and their advisory panels, deans and their respective program coordinators, and also among the academic administrators. Information has led to more quantitative board presentations and has encouraged faculty to request more job projection information to share.

**Contact Information:**

<table>
<thead>
<tr>
<th>College: Illinois Valley Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name &amp; Title: Dr. Rick Pearce, Vice President for Learning and Student Development</td>
</tr>
<tr>
<td>Phone Number: (815) 224-0405</td>
</tr>
<tr>
<td>Email Address: <a href="mailto:Rick_Pearce@ivcc.edu">Rick_Pearce@ivcc.edu</a></td>
</tr>
</tbody>
</table>
SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY2009

Program Title: Dental Assisting
Degree: 20 – Dental Assisting certificate
CIP CODE: 510601
Program Type: CTE

Action
- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

During FY09, it was decided to again offer a part time option along with the full-time option for our dental assisting program students. This would allow students with other job and family obligations to return to school to pursue a career in dental assisting. For fall 2009 we have admitted eleven full-time and two part-time students. The number of students enrolling in the part-time option of our dental assisting program will increase as this option becomes public knowledge.

During FY09, one of our part-time instructors took the position of program coordinator along with that of being a didactic instructor. However, this part-time instructor did not meet the Accreditation Guidelines of having a Bachelor’s degree or being enrolled in a four-year institution in pursuit of a Bachelor’s degree in order to teach the didactic portion of class and to be the program coordinator. Changes were made in the instructors’ teaching assignments and a part-time dental hygienist with a Bachelor’s degree was assigned to teach all of the didactic classes and serve as program coordinator. The other part-time instructor who is working towards her Associate Degree was assigned to teach the laboratory portion of all of the classes. Because of this change in teaching assignments, IVCC was granted full accreditation without any requirements by the Commission on Dental Accreditation in January 2009.
Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data

Other, please specify:
FIVE-YEAR SCHEDULE OF PROGRAM REVIEWS

FY 2010

CTE PROGRAMS
2. Nursing (A.A.S.)
3. Practical Nursing (Certificate)
4. Certified Nursing Assistant (Certificate)
5. Marketing (AAS & Certificate)

ACADEMIC DISCIPLINE
7. Humanities and Fine Arts

CROSS-DISCIPLINARY CURRICULA
8. Vocational Skills

STUDENT & ACADEMIC SERVICES
9. Advising & Counseling

FY 2011

CTE PROGRAMS
1. Paraprofessional Educator (A.A.S. & Certificate)
2. Process Operations Technology (Certificate)
3. Early Childhood Education (A.A.S.)
4. Human Services (AAS & Certificate)
5. Industrial Maintenance (Certificate)
6. Automotive Technology (AAS & Certificate [5])
7. Truck Driver Training (Certificate)
8. Substance Abuse Treatment (Certificate [3])

ACADEMIC DISCIPLINE
9. Social & Behavioral Sciences
CROSS-DISCIPLINARY CURRICULA

STUDENT & ACADEMIC SERVICES
11. Financial Aid

FY 2012

CTE PROGRAMS
3. Teacher Technology (Certificates [2])
4. Electronics & Electricians Technology (A.A.S.)
5. Manufacturing Technology (A.A.S.)
6. Computer Numerical Control (Certificate)
7. Corrections/Parole Officer (A.A.S.)
10. Corrections/Youth Supervisor (A.A.S.)
11. Electrical Construction Technology (A.A.S.)
12. Industrial Electrician (Certificate)
13. Medical Transcription (Certificate)
14. Medical Coding (Certificate)
15. Massage Therapy (A.A.S. & Certificates [2])

ACADEMIC DISCIPLINE
16. Oral & Written Communication

CROSS-DISCIPLINARY CURRICULA
17. General Education (all transferable)

STUDENT & ACADEMIC SERVICES
18. Admissions, Records & Registration
FY 2013

CTE PROGRAMS
2. Dental Assisting (Certificate)
5. Warehousing and Distribution (Certificate, Certificate - SCC)
6. Food Service Preparation (Certificate – SCC)

ACADEMIC DISCIPLINE
7. Mathematics

CROSS-DISCIPLINARY CURRICULA
8. Adult Education and ESL

STUDENT & ACADEMIC SERVICES
9. Library and Learning Resources

FY 2014

CTE PROGRAMS
1. Heating, Air Conditioning and Refrigeration (Certificate)
2. Tool & Die Maker/Machinist (Certificate)
3. Welding (Certificate [6])
4. Tool & Die Maker/Machinist Apprentice (Certificate)
5. Graphic Design Technology (AAS & Certificate)
6. Phlebotomy (Certificate)
7. Accounting (AAS & Certificates [2])

ACADEMIC DISCIPLINE
10. Physical & Life Sciences

CROSS-DISCIPLINARY CURRICULA
11. Remedial/Developmental

STUDENT & ACADEMIC SERVICES
12. Tutoring/Study Skills/Learning Support/Assessment Center/Disability Services