COMMUNITY COLLEGE ACCOUNTABILITY/PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board
August 2005

Illinois Valley Community College

District 513
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www.ivcc.edu
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<td>Horticulture (AAS &amp; Certificate)</td>
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INSTRUCTIONAL PROGRAM REVIEW SUMMARY:

OCCUPATIONAL
AG BUSINESS - 0101

IVCC Program/CIP Code Reviewed:  
AGRICULTURE – AAS – 010101 
AGRICULTURE – CERTIFICATE – 010101

Program Review Summary:

1. Is there a need for the program area based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.

**ACTIVE PROGRAM**

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Data Source: 
**ACTIVE PROGRAM: ENROLLMENT** – from external ICCB A-1 Frequency Listing, unduplicated (counts one student to one active program).
**ACTIVE PROGRAM: COMPLETERS** – from external ICCB A-1 Frequency Listing.

The Agriculture AAS and Certificate programs are being phased out at Illinois Valley Community College. The enrollment data above demonstrate that this program was a declining and low-enrollment program and the completer data of one individual in 2004 supports that trend. Attempts were made in 2001 and earlier to recruit for the program, but as the field of Agriculture has changed in this rural area, the demand and interest in the program has declined. In addition, heavy recruiting in our district by Joliet Junior College has further eroded our potential student base.
### OCCUPATIONAL PROGRAM COURSES

<table>
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Data Source: **OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS** – from internal Occupational Program Review, courses that feed programs as determined by AVP of Career Education, duplicated enrollment, one student may be enrolled in more than one course, student may or may not be active in program. (Data from IVCC Colleague System.)

From IVCC’s internal Occupational Program Review, we have determined several factors affecting enrollment data, including duplicated enrollments (wherein one student may be enrolled in more than one course) and where a student may not be actively pursuing the program, but only enrolled in a course. These factors supported the decision to discontinue the program.

The decision was made in program year 2003 to inactivate the Agriculture program. At that time, students were no longer advised into the program and the curriculum was determined to be inactive. We continue to offer a few transfer courses that support our Horticulture program.

2. **Is the program cost effective? How was this determined?**

### IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

<table>
<thead>
<tr>
<th>REVENUE VS. EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2003</td>
</tr>
<tr>
<td>118.5%</td>
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Data Sources: **OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME: EXPENSES vs REVENUE** – from internal Occupational Program Review, gathers all income (including tuition, apportionment, lab, etc) and all budget expense data for the Occupational program to determine the percent of operation income. (Data from IVCC Colleague System.)

As the Agriculture program was considered inactive in 2004, there is no expense data available for this program. The 2003 revenue/expense data of –118.5% helped to support the decision to inactivate the program. Low enrollment was the primary factor in the inactivation of this program.
3. List strengths of the program.

- The strengths of the program included a well-qualified, master’s degree prepared instructor, whose subject matter is Agriculture, to provide instruction in agriculture courses.
- A second strength is the potential for IVCC’s rural district to have access to advisory members and business partnerships.

4. List weaknesses of the program.

- A weakness of the program was the declining interest of traditional age students to undertake the two-year AAS Degree. With the growth of new occupational programs offered at IVCC, such as HVAC, Computer Networking, Horticulture, etc., traditional age students have more choices when pursuing careers.
- Farm families realize that other opportunities outside of the agriculture field can provide income stability and needed fringe benefits.
- As family farms undergo changes with small sized farms being replaced by larger corporate operations, the interest in two-year agriculture degrees has waned.
- IVCC suffered increased competition from programs of surrounding community colleges with Agriculture programs and those colleges who have a larger population base to support the programs. Additionally, traditional age students are choosing to pursue four-year degrees in Agriculture and may instead enroll at IVCC for a transfer option rather than an occupational field.

5. List quality improvements recommended for the program as a result of the review.

The program has been inactivated.

6. Provide the prefix and number of the curricula within this CIP and indicate its status: 1) continued with minor improvements, 2) significantly modified, 3) discontinued, or 4) scheduled for further review in the coming year.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>NUMBER</th>
<th>TITLE</th>
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<td>b.</td>
<td>TECH</td>
<td>0124</td>
<td>CERT</td>
<td>3</td>
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</table>
7. Briefly describe the process(es) the college has in place to ensure that students demonstrate mastery of the program’s stated learning objectives prior to program completion (for example, assessment through portfolio review, capstone course, team project, written/performance test, or industry/state certification/licensure examination.)

Students in this program undergo a written test which matches the program objectives.

8. Briefly describe how the college uses the results of this assessment for continuous quality improvement of the curriculum and student learning. Provide data if possible.

Test data was analyzed by the lead instructor to determine depth of student knowledge.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:  
OCCUPATIONAL  
HORT - 0106

IVCC Program/CIP Code Reviewed:  
HORTICULTURE/FLORICULTURE – AAS – 010603  
HORTICULTURE – CERTIFICATE – 010603  
HORTICULTURE/LANDSCAPE MGT – AAS – 010605

Program Review Summary:

1. Is there a need for the program area based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.

<table>
<thead>
<tr>
<th>ACTIVE PROGRAM</th>
<th>ENROLLMENT (unduplicated)</th>
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<tr>
<td>TOTAL</td>
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Data Source:  
ACTIVE PROGRAM: ENROLLMENT – from external ICCB A-1 Frequency Listing, unduplicated (counts one student to one active program).  
ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing.

Program enrollment for 2004 has increased by 158% since 2002 and 15% from 2003 to 2004. As this program attracts individuals who are career changers and attending on a part-time basis, it is believed the rate of completion will be extended over several years. Three students completed in 2004, two of which completed the Horticulture Certificate, and one person completed the AAS in Landscape Management.
OCCUPATIONAL PROGRAM COURSES

<table>
<thead>
<tr>
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Data Source: OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS – from internal Occupational Program Review, courses that feed programs as determined by AVP of Career Education, duplicated enrollment, one student may be enrolled in more than one course, student may or may not be active in program. (Data from IVCC Colleague System.)

In FY2003 and FY2004, the average credit hour enrollment per term per student in Horticulture is approximated at nine credit hours/student in 2003 and eight credit hours/student in 2004. The data supports that our program attracts students who prefer to attend on a part-time basis and who may wish to pursue a certificate, the AAS degree, or individual courses at their leisure, rather than on a full-time credit hour enrollment basis.

2. Is the program cost effective? How was this determined?

IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

<table>
<thead>
<tr>
<th>REVENUE VS. EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2003</td>
</tr>
<tr>
<td>-45.8%</td>
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</table>

Data Sources: OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME: EXPENSES vs REVENUE – from internal Occupational Program Review, gathers all income (including tuition, apportionment, lab, etc) and all budget expense data for the Occupational program to determine the percent of operation income. (Data from IVCC Colleague System.)

IVCC’s Horticulture programs are performing at -20.6% of revenue/expenditures. IVCC has determined an internal guideline of 20% below break-even of revenue/expenses as one measure of effectiveness for occupational programs. Grant funding has been used to continue to develop the program in the purchase of equipment. As the program is now in its 5th year, major equipment expenses were nearly completely realized in FY2004.

The determination of operating income is based on the calculation of salaries, benefits, and all program expenses, including professional development and instructional supply costs as compared to tuition, apportionment, lab fee income and, in the case of Horticulture, a small amount of income generated by a college-owned agriculture plot.
3. **List strengths of the program.**

   - A well-qualified Master’s level prepared instructor, who has expertise in the field of Horticulture and who has developed a strong network across the state, coordinates the program.

   - The Horticulture program has a strong advisory committee of nine members who represent nursery management, landscape management, retail, etc. This advisory committee is a strong support system for the curriculum and development of the program.

   - IVCC’s local geographic area is at the edge of expanding housing development. The growth from the Chicago suburban area is expanding beyond Grundy County and is now pushing into LaSalle County. Farm land in surrounding counties to the north is being purchased and developed at a faster rate as suburbs immediate to greater Chicago are flooded with housing and commercial development. All of these factors contribute to this district being at the verge of growth and development. The advisory committee has great confidence in the growing demand for workers in the field of Horticulture.

   - IVCC has supported the growth of the Horticulture program with grant funding from Perkins and Title III. This funding has allowed for a greenhouse and state of the art equipment to support the curriculum.

   - It is believed that we have an untapped targeted audience of middle age career changers who are interested in pursuing horticulture coursework. We are working on identifying these individuals and providing career information.

4. **List weaknesses of the program.**

   - There is a shortage of adjunct faculty to assist in the delivery of Horticulture courses, causing the sole full-time faculty member to teach overload. The repercussion is that the faculty member has a limited amount of time to attend to program recruitment while teaching at overload levels.

   - The program experiences some internal competition from special interest courses through the College’s business training center. These programs offer the same information as some “for credit” courses. Community members may enroll in continuing education courses and may not pursue credit coursework as the non-credit courses meet their immediate interest.

   - Marketing/recruitment efforts have not yet been effective in meeting the targeted population of middle age career changers.
5. List quality improvements recommended for the program as a result of the review.

- Quality improvements include the focus on marketing the program to the middle-age career changer.
- We are currently reviewing our curriculum to devise a format of instructional delivery that may meet the interests of students who have been more inclined to enroll in non-credit courses.
- We have reviewed all lab fees and have increased lab fees to better reflect instructional costs of consumable materials.

6. Provide the prefix and number of the curricula within this CIP and indicate its status: 1) continued with minor improvements, 2) significantly modified, 3) discontinued, or 4) scheduled for further review in the coming year.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>NUMBER</th>
<th>TITLE</th>
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<td>TECH</td>
<td>0040 Horticulture</td>
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7. Briefly describe the process(es) the college has in place to ensure that students demonstrate mastery of the program’s stated learning objectives prior to program completion (for example, assessment through portfolio review, capstone course, team project, written/performance test, or industry/state certification/licensure examination.)

Mastery of skills is assessed with a final project. Landscape design is a course where students utilize knowledge and skills developed throughout the program. In this project, soil science, woody plant identification, and annuals and perennials, are used together to create a design. The project is showcased in the Horticulture area, and students present their designs to the class. The design project shows a comprehensive skills set of knowledge of plants, materials and design.
8. **Briefly describe how the college uses the results of this assessment for continuous quality improvement of the curriculum and student learning. Provide data if possible.**

The project described in #7 is reviewed carefully by the program coordinator/lead instructor and gives substantial information for quality improvement. The instructor is able to confirm the depth of knowledge obtained in plants and materials, and can assess how a student has used creativity and critical thinking in creating the design. With one full-time instructor and the current enrollment in the program, we have not collected formal data for this assessment. The instructor is able to make a qualitative assessment and adjust instructional delivery as needed.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:

OCCUPATIONAL

GEN RET WHOL - 0807

IVCC Program/CIP: MARKETING – AAS – 080706
Code Reviewed: RETAILING/MERCHANDISING – CERTIFICATE – 080706

Program Review Summary:

1. Is there a need for the program area based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.

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Data Source:

ACTIVE PROGRAM: ENROLLMENT – from external ICCB A-1 Frequency Listing, unduplicated (counts one student to one active program).
ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing.

Enrollment remains steady when compared to FY2003. There is a notable increase from FY2002. Jobs in the marketing field are projected to grow 20% over the next 10 years, according to the Illinois Occupational Information Coordination Committee.

Locally we see more part-time than full-time positions available from employers. Our advisory council indicates that definite needs continue to exist for qualified candidates in marketing and retailing positions. Graduates often continue their education at the university level.
OCCUPATIONAL PROGRAM COURSES

ENROLLMENT (duplicated)       CREDIT HOURS

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Data Source: OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS (COLLEAGUE SYSTEM) – from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education, duplicated enrollment. (Data from IVCC Colleague System.)

Program enrollment remains good. A decrease in credit hours may be due to the improved economy and job availability within the IVCC district.

2. Is the program cost effective? How was this determined?

IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

<table>
<thead>
<tr>
<th>REVENUE VS. EXPENSE</th>
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</thead>
<tbody>
<tr>
<td>FY 2003 56.7%</td>
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<td>FY 2004 56.8%</td>
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Data Sources: OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME: EXPENSES vs REVENUE – from internal Occupational Program Review, gathers all income (including tuition, apportionment, lab, etc) and all budget expense data for the Occupational program to determine the percent of operation income. (Data from IVCC Colleague System.)

The program is cost effective. A review of program revenues vs. expenses indicates a result of 56.8% on the positive side.

3. List strengths of the program.

- The program is led by knowledgeable, experienced, and enthusiastic faculty members.
- Innovations continue to be added to the curriculum. A new capstone course, “The Apprentice” was added this past year.
- Regular faculty meetings with the advisory council keep the program coordinator apprised of current events and employer needs.
- A new recruiting brochure for marketing has been created and distributed to potential students.
- IVCC has an articulation agreement with area high schools that allows juniors and/or seniors to take a proficiency exam to earn credit for 2 courses in the certificate program and 3 courses in the AAS degree program.
4. **List weaknesses of the program.**

   o A formal student recruitment program does not exist.

   o Program and course assessment documentation needs to be on-going and recorded.

   o The college needs to do a better job of recording students attempting dual degrees. Some students list their degree goal as business administration when it is actually business administration and marketing.

   o The program coordinator is not sure why the number of completers has declined. He suspects that some students may have changed their course of study to a business degree.

5. **List quality improvements recommended for the program as a result of the review.**

   o Faculty members will check the internal Colleague system rosters to ensure that students list their degree goal correctly.

   o A recruitment plan will be developed.

   o Development of courses in non-traditional formats needs to be examined.

   o The program coordinator will track students and document reasons as to why they have chosen not to complete the marketing program.

6. **Provide the prefix and number of the curricula within this CIP and indicate its status: 1) continued with minor improvements, 2) significantly modified, 3) discontinued, or 4) scheduled for further review in the coming year.**

<table>
<thead>
<tr>
<th>PREFIX</th>
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7. Briefly describe the process(es) the college has in place to ensure that students demonstrate mastery of the program’s stated learning objectives prior to program completion (for example, assessment through portfolio review, capstone course, team project, written/performance test, or industry/state certification/licensure examination).

All course syllabi have clearly written learning objectives. These objectives are made known to students throughout the semesters the courses are taught. Informal and formal classroom assessment techniques are implemented for all classes. An “entry” program exam is administered to all students enrolled in their first marketing course. The test is also administered upon program completion to assess mastery of program objectives. In addition, the newly created “Apprentice” capstone course has been a huge success and will continue to be offered as a required part of the curriculum.

8. Briefly describe how the college uses the results of this assessment for continuous quality improvement of the curriculum and student learning. Provide data if possible.

The examination mentioned in #7 is a gauge of the total amount of learning that has taken place over the duration of the program. Faculty uses the results to consider program modifications.

A key course in the AAS curriculum is our award winning MIMIC (Making Industry Meaningful in College) class. This class requires students to work with accounting, business, CAD, electronics, and office technology students to complete a real-world project. Assessment of student work in this course gives instructors valuable information on how well students have learned program objectives.

The curriculum continues to be revised based on program assessment. We also take suggestions from our advisory council and employers and incorporate them in our program as is appropriate.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: 
OCCUPATIONAL 
NURSING - 5116

IVCC Program/CIP: ASSOCIATE DEGREE NURSING (ADN) – AAS – 511601
Code Reviewed: LICENSED PRACTICAL NURSING (LPN) – CERTIFICATE – 511613

Program Review Summary:

1. Is there a need for the program area based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.

### ACTIVE PROGRAM

<table>
<thead>
<tr>
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<td>CERT.LPN.PRE</td>
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Data Source:
- ACTIVE PROGRAM: ENROLLMENT – from internal Colleague system, counts all active programs for each student enrolled, breaking out the "PRE" students, duplicated.

The national and local nursing shortage has influenced the interest and enrollment trends for the Licensed Practical Nursing (LPN) and Associate Degree Nursing (ADN) programs at Illinois Valley Community College. There are more students enrolled in the pre-requisite and science courses necessary for the Nursing programs as evidenced by the increased number of sections offered for BIO1007- Anatomy and Physiology I, BIO1008- Anatomy and Physiology II and BIO1009-Microbiology. As national predictions indicate, the number of students applying to the Nursing programs needs to increase dramatically for at least the next seven to ten years in order to meet labor market demand. The IVCC Nursing Program continues to provide the majority of entry level LPN and ADN graduates for the acute care and long term care facilities in this district. Results of the 2004 ADN graduating survey indicated that 92% of the ADN graduates seeking employment had a job at the time of graduation. Of the LPN graduates seeking employment, 72% had already found jobs at the time of graduation.
In fall 2003, our ADN program admitted twenty additional students. This was made possible through a partnership with the six local hospitals. In this partnership, the hospitals agreed to pay the salary of one additional masters prepared instructor. This partnership and program expansion allowed IVCC to graduate 77 ADN students in May-August of 2005.

Our annual admission to the LPN program has remained at 20 students. Presently this meets the local community need. In the last two years we have had 10 LPN graduates return to our program to complete the ADN program. In July 2005 we graduated 30 LPN students. Of these graduates, 15 will continue in the ADN program and 15 will enter the work force as a LPN.

For fall 2005, we have admitted a total of 80 ADN students and 20 LPN students. This was possible with the hiring of an additional masters prepared instructor and extensive remodeling of the three nursing skills labs and the addition of one nursing computer lab with eighteen dedicated computers.

### OCCUPATIONAL PROGRAM COURSES

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Data Source: OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS (COLLEAGUE SYSTEM) – from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education, duplicated enrollment. (Data from IVCC Colleague System.)

Prior to the 2003 academic year, our nursing programs had the capacity to handle 140 nursing students (20 LPN, 60 first year ADN, 60 second year ADN). With the current community need, we are expanding our capacity. Beginning fall 2005, we will increase our capacity to 160 students, and by fall 2006 we plan to have a total of 180 students enrolled (20 LPN, 80 First year ADN, 80 second year ADN).

The Director and the Assistant Director of the nursing programs will continue to monitor current trends and the availability of adequate clinical sites for the provision of the best possible nursing education.
2. Is the program cost effective? How was this determined?

IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

<table>
<thead>
<tr>
<th>REVENUE VS. EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2003</td>
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<tr>
<td>-14.4%</td>
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<td>FY 2004</td>
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<td>6.0%</td>
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</table>

Data Sources: OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME: EXPENSES vs REVENUE – from internal Occupational Program Review, gathers all income (including tuition, apportionment, lab, etc) and all budget expense data for the Occupational program to determine the percent of operation income. (Data from IVCC Colleague System.)

The nursing programs at IVCC are currently cost effective. With the addition of 20 additional students in the fall 2003, revenue exceeded expenses by 6%. An extensive in-house program review is conducted annually. All program expenses including salaries are reviewed. Income is determined by tuition, course and lab fees and state apportionment.

Future operating income can be affected by changes in state apportionment, hospital partnership agreements, and the number of students admitted to the program.

3. List strengths of the program.

- The ADN program continues to hold full accreditation status from the National League of Nursing Accrediting Commission (NLNAC). Our next site visit will be spring 2007.

- Ten of the present nursing instructors have a Masters Degree in Nursing and one instructor holds a Doctorate in Education. These instructors are dedicated to perfecting teaching and learning methodologies and keeping current with national trends. The six area hospitals are very committed to the Nursing program and work with faculty to offer exceptional learning experiences for our students.

- During the first year of their nursing education, the LPN students have the expertise of masters prepared nursing instructors.

- The nursing program has an active and supportive advisory council. These community nursing leaders assist the instructors and the Director of Nursing in staying current with national trends and changes in Joint Commission of Accrediting Healthcare Organizations (JCAHO) regulations. This helpful input from the advisory council and the expertise of the nursing faculty is demonstrated in our National Council Licensing Examination (NCLEX) pass rates as reported by the Illinois Department of Financial and Professional Regulation (IDFPR).

- The pass rates for our 2004 graduates were as follows: LPN 100%, ADN 86% percent.
The present 2005 graduates have not yet taken the NCLEX. These final scores are not reported to the schools until January of the following year (January 2006).

- Assignment of a nursing faculty member as part-time Assistant Director of Nursing to assist the Dean of Health Professions (who is also the Director of Nursing) to support increased nursing students and manage development of new programs.

4. **List weaknesses of the program.**

- One of the main weaknesses of our nursing programs is the lack of adequate space for nursing skills practice, is being rectified this summer. In spring of 2005, we acquired a new computer skills lab dedicated for our nursing students. This lab presently has eighteen computers. In May 2005, renovation began on our two previous nursing skills labs and one additional room to be used for a nursing skills lab. This completed renovation will provide three newly renovated and fully equipped nursing skills labs. This will be a true asset to our nursing programs and will be completed by the beginning of the 2005-2006 academic year, allowing us to accommodate the needs of increasing numbers of students.

- Another weakness for the nursing programs is the general lack of classroom space during prime time at the college. We are trying to rectify this with creative scheduling and creative teaching methodologies. One example of this would be NUR 2210 Issues of Professional Nursing. This class is now offered as a reduced seat time format with much of its content being covered via internet and Blackboard.

5. **List quality improvements recommended for the program as a result of the review.**

The addition of the nursing skills lab was one of the necessary major improvements. This will be completed prior to the start of the 2005-2006 academic years. An online component is being explored for some of the other classes.

6. **Provide the prefix and number of the curricula within this CIP and indicate its status: 1) continued with minor improvements, 2) significantly modified, 3) discontinued, or 4) scheduled for further review in the coming year.**

<table>
<thead>
<tr>
<th>PREFIX</th>
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7. Briefly describe the process(es) the college has in place to ensure that students demonstrate mastery of the program’s stated learning objectives prior to program completion (for example, assessment through portfolio review, capstone course, team project, written/performance test, or industry/state certification/licensure examination.)

Data are collected from present and past graduate students regarding the nursing program and IVCC satisfaction and job placement.

8. Briefly describe how the college uses the results of this assessment for continuous quality improvement of the curriculum and student learning. Provide data if possible.

Results of NCLEX and Student Employment/Satisfaction surveys are reviewed annually and program changes are made reflecting weaknesses noted and student suggestions.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: OCCUPATIONAL NURSING - 5116

IVCC Program/CIP Code Reviewed: CERTIFIED NURSING ASSISTANT (CNA) – CERTIFICATE – 511614

Program Review Summary:

1. Is there a need for the program area based on trends in enrollments, completions, job placement, and labor market demand? Please explain any adverse trends.

<table>
<thead>
<tr>
<th>ACTIVE PROGRAM</th>
<th>ENROLLMENT (unduplicated)</th>
<th>COMPLETERS</th>
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</thead>
<tbody>
<tr>
<td>CERT. CNA</td>
<td>163</td>
<td>238</td>
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</table>

Data Source: ACTIVE PROGRAM: ENROLLMENT – from internal Colleague system, counts all active programs for each student enrolled, duplicated. ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing.

The Certified Nursing Assistant (CNA) program has experienced a steady increase in enrollment from 2002 to 2004. Several rationale can be used to explain this increase. CNA is a pre-requisite for the Associate Degree Nursing (ADN) and the Licensed Practical Nursing (LPN) programs. The job market for a CNA continues to grow as our aging population increases. More of the baby boom generation and the elderly are being admitted to long term centers for care. This growth can also be attributed to the emphasis of rehabilitation in the long term care setting.
OCCUPATIONAL PROGRAM COURSES

<table>
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<th>ENROLLMENT (duplicated)</th>
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Data Source: OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS (COLLEAGUE SYSTEM) – from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education, duplicated enrollment. (Data from IVCC Colleague System.)

As the number of students enrolled in CNA classes increase, so does the number of credit hours generated. Our CNA certificate program is six credit hours.

2. Is the program cost effective? How was this determined?

IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

<table>
<thead>
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<th>REVENUE VS. EXPENSE</th>
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<td>FY 2003 46.3%</td>
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Data Sources: OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME: EXPENSES vs REVENUE – from internal Occupational Program Review, gathers all income (including tuition, apportionment, lab, etc) and all budget expense data for the Occupational program to determine the percent of operation income. (Data from IVCC Colleague System.)

Presently we use all part-time instructors in the CNA program, one of whom functions as the Program Coordinator. She is responsible for scheduling of classes, and completing the necessary record keeping required by the Illinois Department of Public Health. All of the part-time instructors are very dedicated and are truly interested in the continuation of the program and the success of the students.

3. List strengths of the program.

- One of the greatest strengths of this CNA certificate program is the dedication of the four part-time instructors. It is with their hard work, dedication and patience that the program and the students can be successful.

- The curriculum is based on IDPH requirements and reflects all changes in trends in a timely manner. Several of these part-time instructors attend the annual CNA instructor update scheduled in Springfield, Illinois. Several of these instructors also are willing to take part in professional development activities. This not only helps these individuals,
but also helps with student success and job satisfaction.

- Besides the day time offerings of this program, we also have a nontraditional offering which meets in the evening and on Saturdays. This offering meets the needs of the students who are employed during the daytime hours at another job. The demand for CNA employees remains high in this geographic area.

4. **List weaknesses of the program.**

- One of the weaknesses of this CNA certificate program is the lack of availability of qualified instructors. The Illinois Department of Public Health requires specific training. Even Masters’ prepared nurse educators cannot teach this course without completing an IDPR instructor program.

- Another weakness of this program is that, historically, CNA jobs have been associated with low wages and demanding physical labor. This causes a high attrition rate in the workplace within the first few years of employment. Negative verbal response pertaining to the above statement may discourage new applicants to our program.

- CNA completion is a pre-requisite for the ADN and LPN programs. As per this recent data, in 2004, two hundred and one students completed the CNA program. However only about one-half of these entered the work force as a CNA. The other students took this course to fulfill the requirement for the Nursing program. Even if these students do enter the workforce, they usually do not seek full time employment.

5. **List quality improvements recommended for the program as a result of the review.**

- Develop a pool of qualified instructors. This would allow IVCC to increase the number of section offerings each semester, thereby increasing the number of sites at which CNA clinicals could be offered.

- Work with IDPH and other community colleges within this region to locally offer CNA instructor courses in other than week-long formats. Presently these courses are only offered in the suburbs or in Springfield. Local offerings would allow interested individuals, employed during day time hours, to attend.

- Increase the amount of clinical lab space for these students here at IVCC. This anticipated change will be included in the IVCC Master Plan.
6. Provide the prefix and number of the curricula within this CIP and indicate its status: 1) continued with minor improvements, 2) significantly modified, 3) discontinued, or 4) scheduled for further review in the coming year.

<table>
<thead>
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</table>

7. Briefly describe the process(es) the college has in place to ensure that students demonstrate mastery of the program’s stated learning objectives prior to program completion (for example, assessment through portfolio review, capstone course, team project, written/performance test, or industry/state certification/licensure examination.)

The CNA program instructors identify and refer “at risk” students to the multiple support services available at IVCC. Paper-pencil testing is an assessment technique used to gain comprehension of student understanding and success. If a student has testing difficulties, a special request is sent to Southern Illinois CNA testing site to allow this student to have special testing accommodations, such as extended test time or a test reader. All 21 basic skills are tested in one of the lab classrooms at IVCC or at the appropriate clinical site. IDPH dictates which skills have to be demonstrated at the clinical site.

8. Briefly describe how the college uses the results of this assessment for continuous quality improvement of the curriculum and student learning. Provide data if possible.

Raw school data is compared to state data on a regular basis by our Vice President for Academic Affairs and the Dean of the Health Professions Division. The data are then discussed with the appropriate faculty to see if and how changes should be made.

Since the local schools do not get an organized report from IDPH regarding the pass rate of the CNA state certification testing results, these results are calculated manually.

An annual satisfaction survey is sent to recent CNA graduates and after results are tabulated, these results are discussed with faculty to determine any changes that might be necessary.
This Division of Health Professions offers occupational programs in Certified Nursing Assistant (CNA), Licensed Practical Nursing (LPN), Associate Degree Nursing (ADN), Therapeutic Massage, Dental Assisting, Phlebotomy and Emergency Medical Technician (EMT)*. In addition, the division offers the state-approved courses to support these programs, which are not General Education courses. They are designed in conjunction with the requirements of the State and certifying agency guidelines for the specific occupational programs.

As the shortage in health care increases, the numbers of students in our Allied Health Programs and classes increase. Due to the national healthcare shortage, the college needs to expand course offerings to meet community needs. One of the anticipated needs for the 2005-2006 academic year is to offer certificates in Medical Transcription, Coding and Billing. The course work for these certificates is presently being developed and will be sent to the Illinois Community College Board (ICCB) for approval in fall 2005.

We are continuing to explore partnerships with other community colleges that offer programs in Surgical Technician, Radiology and Advanced Radiology Technician, Physical Therapy Assistant and Occupational Therapy Assistant. Through scheduled meetings with our local Health Care Advisory Committee, local institution and community needs are continually reviewed and suggested program offerings are examined and planned if financially and academically feasible.

*Each of these programs is reviewed according to the cycle established by the ICCB, with the exception of EMT, which is not a certificate program at IVCC.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

Academic Discipline: EMERGENCY MEDICAL TECH
CIP Code Number: 510904
PCS Code Number: 1.2 & 1.6

Program Review Summary:

1. Is there a need for the discipline based on trends in enrollments and retention? Please explain any adverse trends.

IVCC continues to offer the following courses under the prefix EMT: First Responder, Emergency Medical Technician Basic (EMT-B), and Emergency Technician Intermediate (EMT-I). These courses continue to have a steady enrollment. When the EMT-B and EMT-I courses are completed, the students are eligible to take the state and/or national certification exam.

Our local communities offer opportunities for a certified EMT on a volunteer basis. There are very few paid EMT positions in this area.

CREDIT HOURS GENERATED
(Data Source: ICCB Unit Cost Report - data for courses with the above CIP & PCS code only)

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<tr>
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2. Is the discipline cost effective? How was this determined?

UNIT COST DATA
(Data Source: ICCB Unit Cost Report - data for courses with the above CIP & PCS code only)

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As per the unit cost figures in the above data, IVCC is slightly higher than the state unit cost. This is due in part to the revision of the EMT Intermediate curriculum as mandated by the Illinois Department of Public Health. To determine the unit cost, program-related expenses and income are reviewed on an annual basis.
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Courses offered in the Allied Health area of the Health Professions division are not General Education courses. These Allied Health courses are state-approved to meet the specific occupational program needs. These courses have been designed in conjunction with the requirements of the state and certifying agency guidelines.

4. List quality improvements recommended for the discipline as a result of the review.

Due to the national healthcare shortage, the College needs to expand course offerings and programs to meet the community health care needs. One of the anticipated areas of expansion for the 2005-2006 academic year is to offer certificates in Medical Transcription and in Medical Coding and Billing. The course work for these certificates is presently being developed and will be sent to Illinois Community College Board (ICCB) for approval in fall 2005.

We are continuing to explore partnerships with other community colleges that offer programs in Surgical Technician, Radiology and Advanced Radiology Technician, Physical Therapy Assistant, and Occupational Therapy Assistant.

Through regularly scheduled meetings with our Health Care Advisory Committee, local institution and community needs are continually reviewed.

5. Based on the program review, will the College

   x continue the discipline with minor improvements.
   ______ continue the discipline with major modifications.
   ______ discontinue the discipline as of _________________. (date)
   ______ other (explain):

6. Briefly describe the process(es) the college has in place to ensure that students demonstrate mastery of the stated learning objectives for the discipline individually and/or as it relates to the general education curriculum (for example, assessment through portfolio review, capstone course, comprehensive examinations, or identification of outcomes for key courses).

   Each specific EMT course is taught by instructors who are currently working in their respective fields. These individuals are knowledgeable of the trends and requirements of their specific disciplines. Comprehensive examinations are completed by the students at a specific time during their course work. Clinical experiences are
correlated with classroom instruction and are evaluated by the preceptor and the instructor.

Students also complete a written mid-term and final evaluation of the instructor and the course. Results are summarized and discussed with the program coordinators and the individual instructors.

7. **Briefly describe how the college uses the results of this assessment for continuous quality improvement of the curriculum and student learning. Provide data if possible.**

In reviewing data collected from this assessment, all information regarding specific programs is discussed between the Vice President for Academic Affairs, the Dean of Health Professions and the specific program coordinator. After analyzing the strengths, weaknesses, opportunities and threats to the program, necessary program modifications are made.
OCCUPATIONAL PROGRAM REVIEW

ANALYSIS OF INFORMATION FROM THE
2004 FOLLOW-UP STUDY OF FISCAL YEAR 2003 OCCUPATIONAL PROGRAM GRADUATES

1. For the 2004 Follow-Up Study of FY 2003 Occupational Program Graduates, the overall IVCC response rate dropped to 37%.

2. In an effort to increase responses, IVCC has added a personalized letter to the mail survey, repeated the mailing, and supplements the graduate mail survey with a follow-up phone survey to those who do not respond by mail.

3. A team has been established to address the low response rate to the occupational graduate survey. Information is being gathered from other community colleges as to how they administer their survey and this will be shared with the team. Initial plans include redesigning the survey instrument and making it available to graduates on-line. An action plan will be formalized at a meeting in mid July.

4. Of those responding to the survey, below are items for note:
   - 100% of both Associate Degree Nursing (ADN) and Licensed Practical Nursing (LPN) graduates reported being employed at the time they completed the survey.
   - 84.8% of Certified Nursing Assistant (CNA) graduates reported being employed at the time they completed the survey.
   - The overall percent of graduates reporting being employed has dropped to 72.8%. This information will be shared with the Deans, program coordinators, and Director of Career Services.
   - Only 46.7% of the graduates are pursuing continuing education. This will be shared with the program coordinators to focus on continuing education needs for the area employers of their graduates.
   - CNA was the largest group of targeted program graduates and the CNA graduates had the lowest response rate (28.8%) of the targeted programs. In discussing this with the Dean and program faculty they feel that this low response rate could be due to many of them having higher education goals, such as LPN certificate or ADN, and they do not perceive the CNA certificate as a completion.
   - The Student satisfaction rating of the program that they completed remains at 4.3 based on a scale of 1-5.
ILLINOIS COMMUNITY COLLEGE BOARD
2005 ACCOUNTABILITY/PROGRAM REVIEW

FIVE-YEAR SCHEDULE OF PROGRAM REVIEWS

PROGRAMS TO BE EVALUATED

FY 2006
1. Automotive Technology (AAS & Certificate)
2. Early Childhood Education (AAS & Certificate)
3. Human Services (AAS & Certificate)
4. Industrial Maintenance (Certificate)
5. Paraprofessional Educator (AAS & Certificate)
6. Process Operations Technology (Certificate)
7. Truck Driver Training (Certificate)
8. HUMANITIES, FINE ARTS & SOCIAL SCIENCES DIVISION (HFAS)

FY 2007
1. Criminal Justice (AAS & Certificate)
2. Forensic Specialist (AAS & Certificate)
3. Computer Information Systems (AAS)
4. Computer Networking Administration (AAS & Certificate)
5. Computer Numerical Control Operator (Certificate)
6. Electrical Construction Technology (AAS & Certificate)
7. Electronics & Electricians Technology (AAS)
8. Industrial Electricians (Certificate)
9. Manufacturing Technology (AAS)
10. School Technology Coordinator (Certificate)
11. Teacher Technology (Certificate (2))
12. SHERIDAN CORRECTIONAL CENTER (SCC)
13. OCCUPATIONAL TECHNOLOGIES DIVISION (OCCT)
FY 2008

1. Adult Remedial/Developmental Education
2. AV/Library Services/Instructional Technology
3. Business Administration (AAS)
4. Clerical (Certificate)
5. Dental Assisting (Certificate)
6. Microcomputer & Office Technology (AAS)
7. Microcomputer Software Applications Specialist (Certificate)
8. Office Systems Management (Certificate)
9. Student Services
10. Therapeutic Massage (AAS & Certificate)
11. NATURAL SCIENCE AND BUSINESS DIVISION (NSCB)

FY 2009

1. Accounting (AAS & Certificate)
2. Associate in General Studies (A.G.S.)
3. Computer Aided Drafting & Design (AAS & Certificate)
4. Graphic Design Technology (AAS & Certificate)
5. Heating, Air Conditioning and Refrigeration (Certificate)
6. Machinist (Certificate)
7. Metal Fabrication (Certificate)
8. Phlebotomy (Certificate)
9. Tool & Diemaker/Machinist Apprentice (Certificate)
10. Transfer/Baccalaureate
11. ENGLISH, MATHEMATICS & EDUCATION DIVISION (EMED)

FY 2010

1. Agriculture (AAS & Certificate)
2. Horticulture (AAS (2) & Certificate)
3. Marketing (AAS & Certificate)
4. Nursing (AAS & Certificate)
5. HEALTH PROFESSIONS DIVISION (HEAL)