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Illinois Valley Community College

ILLINOIS COMMUNITY COLLEGE BOARD
2006 ACCOUNTABILITY/PROGRAM REVIEW
Part A: Form A-1

INSTRUCTIONAL PROGRAM REVIEW SUMMARY:

OCCUPATIONAL
AUTOMOTIVE TECH

IVCC Program/CIP: AUTOMOTIVE TECH A.S.S. 470604
Code Reviewed: AUTOMOTIVE TECH CERT. 470604

Program Review Summary:

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.

There is a need for the program area as is evidenced by the nationwide shortage of trained automotive technicians. According to the Department of Labor, there will be 35,000 automotive service positions to fill each year through the end of the decade. The high placement rate of IVCC automotive graduates (ranging from 95 to 100% annually) also documents the need. The demand for trained technicians adversely impacts completion rates as students are recruited into the industry prior to graduation. Local employers and advisory committee members call the college directly to advertise positions and to recruit students. This information is shared with students who are qualified and they are hired into entry-level positions within the automotive industry.

For local demand information, CCBenefits indicates the job growth in this field from 2005 to 2010 is expected to grow 15%. Thus, we can expect approximately 1,413 jobs within our area by 2010, an increase of 180 positions both in terms of replacement and growth.

ACTIVE PROGRAM

<table>
<thead>
<tr>
<th>ENROLLMENT (unduplicated)</th>
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Data Source:
ACTIVE PROGRAM: ENROLLMENT – from external ICCB A-1 Frequency Listing, unduplicated, counts one student to one active program, student may or may not be actively taking program courses.
ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.
OCCUPATIONAL PROGRAM COURSES

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<td>352</td>
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Data Source: OCCUPATIONAL PROGRAM COURSES; ENROLLMENT/CREDIT HOURS
from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education,
duplicated enrollment, one student may be enrolled in more than one course, student may or may not be active in program.

Program enrollment remains good. The instructors actively recruit in all the district high schools. The instructors also offer on-campus opportunities for high school students. In addition, we offer rotating evening classes to attract students who wish to update their skills and/or to gain automotive mechanical knowledge. The fluctuations in the number of credit hours and enrollment may be due to the improved economy and job availability within the IVCC district.

Our fiscal year 2003 was a high enrollment year as we experienced several large plant closures. Students were awarded federal benefits to attend college for retraining. All occupational areas of the college experienced this trend where 2003 was a peak year, followed by a substantial decline in 2004 and only a slight recovery, if any in 2005.

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

IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

<table>
<thead>
<tr>
<th>EXPENSES VS. REVENUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2004</td>
</tr>
<tr>
<td>- 39.6%</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.

The Automotive Technology programs are performing at -42.2% 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. In order to bring the revenue/expenses of the automotive technology program more in line, a program improvement plan was implemented beginning FY 2006. The credit hours of some automotive technology courses were changed to better reflect lab time vs. credit hours. In addition, course fees were increased to adequately cover program instructional costs. The program performs “live lab” work on customer vehicles where we are now able to charge list price for the parts used to repair their vehicles. This small income from parts provides additional program revenue to balance the increasing cost of tools and technology.
3. **List strengths of the program.**

**Faculty expertise:** Two full time instructors in the Automotive program hold Master's degrees, and continually update their skills in both the Automotive discipline, and in teaching methodology. Both are ASE certified in all ten automotive repair areas, and frequently attend factory and aftermarket schools to be as current as possible.

**Curriculum:** The Automotive curriculum is continually reviewed to reflect the latest technology and is master certified by the National Automotive Training Excellence Foundation (NATEF). The program meets the needs of students interested in entry level careers as an automotive technician through three flexible options: (a) two-year Applied Associate in Science degree; (b) two one-year certificates in Basic Automotive and Advanced Automotive; and (c) three mini certificates for technicians who might need to add an area of expertise, including Brakes, Suspension, & Alignment; Engine Performance; and Driveability. "Live work" is provided in each of these options, offering the students the opportunity to have extensive supervised experience.

**Relationship to automotive service industry:** The IVCC Automotive Technology Program Advisory Board advises the instructors on relevant equipment and training needs in the industry. The advisory board includes members from local shops and dealerships across the IVCC district, as well as former students and college administration.

**Placement:** The Automotive Technology program enjoys a placement rate of 95-100% annually.

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

**Student retention:** Due to high employment demands for trained technicians, Automotive Technology students often obtain employment in the field prior to completing the program. Completion rates, therefore, are somewhat low.

**Tools and equipment costs:** The cost of equipment for the program, as well as the cost of tools for the students are very high. The Automotive Technology instructors are able to negotiate tool purchase options for students from local vendors, but the costs still remain high. Equipment purchases are typically purchased through grant funding when available.

**Student recruitment:** The Automotive Technology instructors perform many recruiting functions along with their instructional responsibilities. However, they compete for students with full-time recruiters from proprietary schools, who are able to devote more time and dollars to the recruitment efforts.

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

**Retention and recruitment:** Automotive instructors will continue recruitment efforts focused on students and parents. This will be accomplished both through on-site visits from area high school automotive programs, high school counselors, and through student and parent on-site visits on IVCC's College Night.

**Curriculum:** Automotive instructors will continue to revise and update the curriculum to incorporate new technology consistent with the automotive service industry.

**Faculty development:** Automotive instructors will continue to pursue professional development opportunities, including factory schools and after-market schools in order to stay current.
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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<td>f.</td>
<td>TECH 0092</td>
<td>Engine Performance</td>
<td>CERT.</td>
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</table>

**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.)**

IVCC’s Automotive program is NATEF certified. This certification has specific skill standards which must be achieved and documented. Both written and performance tests are used to document skills achievement.

Data is collected from recent graduates regarding the automotive technology program and job placement. Data is also collected from employers of recent IVCC automotive technology graduates for feedback on the effectiveness of the automotive technology program.

**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 from the NATEF Review/Certification process, the student satisfaction survey, the employer satisfaction survey and the recommendations from the IVCC automotive technology advisory council are used to make program changes. This constant review of the automotive technology curriculum and the individual courses provides for continuous quality improvement in the program.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:

OCCUPATIONAL

EARLY CHILDHOOD EDUCATION

IVCC Program/CIP: EARLY CHILDHOOD EDUCATION  A.S.S.  200202/190709
Code Reviewed:       EARLY CHILDHOOD EDUCATION CERT. 200202/190709
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, student may or may not be actively taking program courses.
ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.

Yes, there is a need for the ECE Program and that need is based on several diverse factors:

- The requirements to be a teacher/director in any early childhood setting has increased thereby increasing the demand for the program. However, locally, the quality of programs is questionable; therefore, the demand for the ECE Program to meet the needs of these programs is diverse.
- National accreditation of Early Childhood Programs is highly encouraged, and programs are seeking ways to meet the accreditation standards. This may result in an increase in coursework in the ECE Program.
- The labor market for early childhood teachers is high as research in the field has further identified the importance of early learning.

The current trend in early childhood education has identified the need for a bachelor’s degree. The impact of this trend for the ECE Program is to address that transferable degree for students. The College is in the process of applying for an Associate of Arts in Teaching Early Childhood Education and hopes to offer this new degree within the upcoming academic year.
**OCCUPATIONAL PROGRAM COURSES**

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

See comments above.

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

**IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME**

<table>
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<tr>
<th>EXPENSES VS. REVENUE</th>
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</tr>
<tr>
<td>-14.6%</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.

No, the ECE Program is not cost effective based on the IVCC internal program revenue/expense report.
3. **List strengths of the program.**

The Early Childhood Education Program has the following strengths:

**Faculty expertise:**

- The Early Childhood Program Coordinator has a Master’s degree plus 60 credit hours and participates in extensive professional development in both the discipline and in teaching methodology.
- Adjunct faculty members also hold Master’s degrees and have continued years of teaching experience with the program, in local school districts and in local early childhood education centers.

**Curriculum and laboratory schools:**

- The Early Childhood Education program curriculum is continually evaluated and updated to reflect the most current trends in the education of young children.
- Two NAEYC (National Association for the Education of Young Children) accredited laboratory schools, the IVCC Early Childhood Center and the Learning Ladder Early Childhood Center, are available for students enrolled in their practicum experiences as well as for pre-practicum experiences (course observations and field experiences).
- The Princeton School Age Program, an after school program, is available for ECE students to use for observations and field experience. This program is a partnership between IVCC, the University of Illinois Bureau County Extension and the Princeton School District.

**Demonstrated student learning through outcomes:**

- Early Childhood Education program outcomes are aligned with the Illinois Professional Teaching Standards and the Early Childhood Education Content Standards.
- Each student enrolled in the Early Childhood Education program prepares a portfolio which shows their overall achievement and growth, documents the scope and quality of their educational experiences and shows proof of skills and knowledge.

**Pre-teacher education pathway:**

- Students interested in an education career may choose to use the Early Childhood Education program as a pre-teacher pathway. A number of ECE courses are recognized through articulation agreements and are accepted through the university transfer process.

**Articulation with area high schools:**

- The ECE program maintains articulation agreements with area high schools that have childcare programs and by meeting the requirements for proficiency, students may receive credit for up to six semester hours in Early Childhood Education.

**Advisory Committee:**

The Early Childhood Education program has a strong Advisory Committee made up of educators in the field. The group meets twice during the academic year.
Community trainings offered for college credit:

- Through collaborative efforts with community agencies/programs, individuals have the opportunity to engage in internal trainings and received college credit.
- Local Head Start programs --- a course has been designed and required of all Head Start employees called ‘Head Start Essentials’. This course is taught by qualified Head Start staff and offered as a 3 credit hour course.

Princeton Elementary School District’s Bright Beginnings program offers multiple parent trainings and is available for 1 credit hour of college credit. The course is taught by qualified Bright Beginnings staff.

4. List weaknesses of the program.

There are the following weaknesses in the Early Childhood Education program:

Low student retention:

- The Early Childhood Education program has a low degree completion rate.

Limited articulation:

- The Early Childhood Education program has limited articulation to 4 year colleges and universities. This is a statewide concern and is being addressed at the state level. The Associate of Arts in Teaching (AAT) degree has been finalized and IVCC will be submitting the application for the degree during this next academic year. It is expected the AAT degree will also address that issue.

Weak marketing program:

- The College has a weak marketing/recruitment program which has a direct effect on the Early Childhood Education program.
- No data has been collected on an appropriate target audience for Early Childhood Education.

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

Associate of Arts in Teacher (AAT) degree in Early Childhood Education:

The program coordinator and English, Math & Education Division Dean have worked throughout this past year to complete a proposal for submission of the ECE AAT degree. This will enhance and expand the seamless transfer of education students to 4 year colleges and universities. It is expected that the expanded articulation will correlate with improved program retention and completion.

Curriculum:

ECE program coordinator and faculty will continue to review and revise curriculum consistent with the program outcomes and teaching/learning standards.

NAEYC/NCATE ECE Program Accreditation:

The ECE program coordinator will review the NAEYC/NCATE standards for program accreditation. The intent to begin the self-study process.
**Faculty Development:**

- All faculty and the program coordinator will participate in professional development activities, including regional, statewide and/or national conferences in the field to keep abreast of curriculum and current trends.

**Program Outcomes:**

- Program outcomes were recently developed and will be used to assess the Early Childhood Education program.

**Increased Marketing:**

- The importance of determining the potential Early Childhood Education market needs to be emphasized to the College and direct appropriate program marketing to that audience needs to begin.

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>
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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.)

ECE STUDENT PORTFOLIO:
- The Early Childhood Education program coordinator reviews portfolios prepared by each ECE student. These portfolios show the student’s overall achievement and growth, documents the scope and quality of educational experiences and shows proof of skills and knowledge. The portfolio is aligned with the Illinois Professional Teaching Standards and the ECE program outcomes.

COURSE SYLLABI:
- All ECE course syllabi have been updated and include the Illinois Professional Teaching Standards. The syllabi also contain an Assessment Grid which clearly illustrates how the standards present in the course will be assessed.

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.

- Continuous review of student portfolios, a review of the curriculum and the teaching/learning process is ongoing. Based on artifacts required for each teaching standard, revisions have been implemented in various courses to address proof of knowledge by the student.
- Assessment rubrics for projects/assignments within the course give immediate feedback to the instructor as to the students understanding of the material.
- An Assessment of Student’s Dispositions/Professional Conduct evaluation is completed upon each student’s final practicum evaluation which identifies key features of the Code of Ethics for individuals in the teaching career.
- Recently, IVCC held a workshop where program coordinators wrote outcomes for their programs. These outcomes will be used by the Division Dean and the program coordinator to review the program. The Assessment Team will determine, during the upcoming academic year, the specifics for the program assessment and review. Data collection will be a part of this assessment.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: OCCUPATIONAL HUMAN SERVICES

IVCC Program/CIP: HUMAN SERVICES A.A.S. 440701
Code Reviewed: HUMAN SERVICES CERT. 440701

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, student may or may not be actively taking program courses. ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.

There is a definite need for the program as evidenced by the steady growth in enrollment and increase in the number of credit hours. Fiscal year 2003 does not reflect student enrollment as this was the initial year for program development. The first program graduates will graduate Spring 2007 and three of these graduates have already been hired at community agencies. The employer demand is evidenced by a developing trend of encouraging agency staff that do not have college training to enroll in the human services program. Some employers have established employee incentives such as scholarships and tuition reimbursement.
### OCCUPATIONAL PROGRAM COURSES

**ENROLLMENT (duplicated)**

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Data Source: OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS
from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education, duplicated enrollment, one student may be enrolled in more than one course, student may or may not be active in program.

IVCC’s internal program review reflects an increase in enrollment and credit hours from year one to year two of this program.

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

### IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

**EXPENSES VS. REVENUE**

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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.

IVCC’s internal review of program revenues vs. expenses indicate that the program is cost effective. Fiscal year 2004 net revenue data reflect a higher net revenue as the program coordinator salary was still covered under the Title III grant. For fiscal year 2005 the program was fully institutionalized as a college expense and reflects a positive net revenue stream.
3. List strengths of the program.

Faculty Expertise: The Human Services Program Coordinator, who is the primary faculty for program courses, holds two Master’s degrees, and has over 20 years experience as a Human Services Counselor, Caseworker, and Program Manager. Adjunct faculty hold Master’s degrees in social work or related fields or possess state required certification in particular academic areas. All faculty participate in extensive professional development relevant to the discipline and in teaching methodology.

Curriculum and Experiential Learning: The Human Services Program curriculum is continually evaluated and updated to reflect the most current trends in the education of human service professionals. A significant resource for curriculum development is the National Organization for Human Services (NOHS), holding national and regional conferences annually. The program coordinator currently is a leader/participant of the NOHS work team to develop national standards on cultural competence for human service professionals. Opportunities for skills mastery in all content areas are made available through well-developed experiential learning methods. A variety of Service-Learning projects are linked to relevant program courses each semester, with over 20 agency partners providing supervision and evaluation for the students. In-depth, innovative learning strategies are available through the 4-hour practicum courses, offering a variety of reflection and skills development opportunities for professional goal-setting and implementation, culminating in a capstone project for assessment of program outcomes.

Experiential learning partners also serve as members of the Human Services Advisory Committee and provide ongoing input regarding curriculum and program development. A particular example is the recent collaborative effort with ADV&SAS (A Domestic Violence and Sexual Assault Service) to institutionalize state requirements for Domestic Violence Shelter Advocates into a new program course, HSR 1220: Domestic Violence and Sexual Assault Advocacy.

Demonstrated student learning through outcomes: The Human Services Program has identified eight expected learning outcomes specific to the program and eight integrated outcomes reflecting general education curricula. Upon enrollment in the program these outcome expectations are reviewed with students, who will ultimately demonstrate their proficiency through successful completion of a professional portfolio and practicum capstone project.
4. List weaknesses of the program.

Limited articulation to 4-year colleges and universities: The articulation of Human Services courses to 4-year colleges and universities is a statewide concern. Traditionally, social service professionals have attained social work degrees and the discipline of social work does not recognize A.A.S degrees. As Human Services becomes recognized as an academic discipline at the associate–degree level in Illinois, it is hoped that more articulation agreements will be available to IVCC students.

Student Retention: Retention of students, particularly those who attain professional positions prior to completion of the program, is a growing problem. Since a human services college training program did not exist prior to 2004, community agencies hired workers with no degree requirements for entry-level positions not requiring a Bachelor’s degree. This pattern continues and students enrolled in the program who demonstrate some skills and knowledge are sometimes hired as beginning workers and often find it difficult to remain in the program full-time.

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

Employer Outreach: The Human Services Program Coordinator will continue to develop marketing strategies and outreach efforts with agency employers to enhance student enrollment among existing staff.

Curriculum Development: Human Services faculty will continue to review and revise the curriculum consistent with the professional standards of the National Organization for Human Services.

Faculty Development: Human Services faculty will pursue a variety of professional development activities, including both regional and national conferences in the field.

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.)

Program outcomes have been developed with accompanying assessment strategies including practicum site observation, reflective essay exam, case studies, service learning activities, small group exercises, and completion of a professional portfolio and capstone practicum project.

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 results of this assessment will be utilized for continuous quality improvement of the curriculum and student learning. The assessment results will be reviewed and revised by the Advisory Committee and student focus groups.
IVCC Program/CIP  INDUSTRIAL MAINTENANCE  CERT  470303

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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ACTIVE PROGRAM: ENROLLMENT – from external ICCB A-1 Frequency Listing, unduplicated, counts one student to one active program, student may or may not be actively taking program courses.  
ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.

There has been a substantial decline in the enrollment of this certificate program since 2003. This program is especially utilized by local employers who send their incumbent workers to upgrade skills for job training or retraining. In FY 2003, the college district experienced several major plant closures which increased our enrollments in short-term certificate programs for those students who were receiving job retraining benefits.

This certificate program is offered in the evenings only. Students need to attend courses for a minimum of 4 semesters in order to complete this program. While scheduling of courses in this fashion meets student needs, it is also a contributor to a low completion rate.

According to CCBenefits, the job areas in the field of industrial maintenance will grow an average of 18.5% in the 5 years from 2005 to 2010 within the college district labor market. While the actual number of projected jobs in this field which are needed due to replacement and/or growth to the year 2010 falls within a range of 6 to 33 positions including both replacement and growth, this local labor market is dependent on industrial maintenance technicians to keep many small to mid-size manufacturing plants in operation.
### OCCUPATIONAL PROGRAM COURSES

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Data Source: OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education. Duplicated enrollment, one student may be enrolled in more than one course, student may or may not be active in program.

The duplicated head count and credit hour enrollment may indicate that some students who are enrolled in the program may be enrolled in 3 to 4 courses per semester. It also may indicate that a number of students may be enrolling in the courses which are considered a part of the certificate program, but have not declared the program as a major.

Due to the part-time nature of these students, students are not required to meet with a counselor in order to register for classes. This practice sometimes does not give students information they need to know, such as the benefit of declaring a major, completing a certificate, and owning a credential in the world of work.

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

### IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME

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IVCC’s internal program review has used a standard of 20% below break even as one measure of effectiveness. This program meets the effectiveness measure for the internal program review.
3. **List strengths of the program.**

We have recently hired two new adjunct instructors in the last two years who have extensive experience in the field of industrial maintenance. Both of these instructors have brought quality of instruction and new experiences to the classroom.

The local labor market is dependent on the college to provide training to incumbent workers in the field of industrial maintenance. The college was awarded a $400,000 Department of Labor federal grant to obtain new training equipment for this program. Once established, the training will provide greater flexibility to meet the needs of incumbent workers.

Local employers often “sponsor” a student in classes in the industrial Maintenance area. Our local labor market is comprised of many small manufacturing firms who need maintenance people with a variety of technical skills. Courses within this certificate program are needed by local employers.

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

Classroom space and equipment availability is limited.

The program has no full-time instructor and has had very little recruitment. Typically, students learn about the program through their employer.

Part-time students are not required to see a counselor. They may register for one or two classes and never seek to understand additional related classes and how those classes can benefit their future career.

The program is overdue for an employer advisory committee meeting. The advisory committee needs to be strengthened and local employers need encouragement to give up their work time to participate.

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

We are awaiting the arrival of equipment from the federal Department of Labor grant which will increase the availability of technical training, along with a modularized curriculum. This equipment should arrive and be established within the next 6 months.

We are in the process of replacing a retired manufacturing instructor. This position will have combined duties of program coordination for industrial maintenance and manufacturing. This is a needed position and it will positively impact curriculum, course delivery and recruitment.

We will actively work to build a quality advisory committee and will be assembling the committee for curriculum review and implementation of training equipment. The newly hired manufacturing instructor and industrial maintenance program coordinator will directly and routinely work with area employers to assure curriculum content. This person will also be an active recruiter and promoter of the 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>
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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.)

The Industrial Maintenance certificate program’s assessment is primarily conducted through written and performance based testing.

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 Dean of the Division works with the adjunct faculty for information and feedback on how students are performing, and how they are able to transfer classroom learned skills into the workplace. Adjunct faculty, all of whom are working full-time in industry, revise curriculum delivery to maximize a student’s performance on written and performance based testing.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: 
OCCUPATIONAL 
PARAPROFESSIONAL EDUCATOR

IVCC Program/CIP: PARAPROFESSIONAL EDUCATOR A.A.S. 131501
Code Reviewed: PARAPROFESSIONAL EDUCATOR CERT. 131501

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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ACTIVE PROGRAM: ENROLLMENT – from external ICCB A-1 Frequency Listing, unduplicated, counts one student to one active program, student may or may not be actively taking program courses.
ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.

Yes, there is a need for this program based on several factors. The Paraprofessional Education program has been developed to assist those who are interested in working in the field of education as a paraprofessional (teacher aide). The program is designed to assist paraprofessionals to function optimally in the classroom. The program had been developed to fulfill requirements of PL 107-110: No Child Left Behind Act (NCLB), the federal Elementary-Secondary Education legislation that has recommended increased qualifications for teachers and paraprofessionals. The “No Child Left Behind Act” states, “Paraprofessionals should be able to demonstrate knowledge of and the ability to assist in instructing in the areas of reading, writing, and math, or in school readiness”.

Illinois Valley Community College
The curriculum has been designed to focus on these areas though recommendations from the Paraprofessional Task Force. The curriculum has been designed to focus on eight key areas:  
* Reading, writing, mathematical computation/reasoning  
* Critical/creative thinking and decision making/problem solving skills  
* Communication skills  
* Child Growth and Development  
* Technology  
* Cultural Diversity  
* Team dynamics  
* Educational strategies/laws/policies/procedures  

Type of jobs for trained graduates: Paraprofessionals can work in state certified schools, from preschool through high school, including special education.

One adverse trend is the test option for paraprofessionals. This may have limited the number of students enrolled in the program. After spending time in work groups within the state developing the program and workshops, the test option was put in place. Timing of the test option has been an issue. The test option provided access to job security for paraprofessionals who were already working in the field but the option to “test” has limited the number of students who would have enrolled in the program.

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

**IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME**

<table>
<thead>
<tr>
<th>EXPENSES VS. REVENUE</th>
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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.

No, program is not cost effective based on the IVCC internal program revenue/expense report. However, it is small and most courses are part of one curriculum or related programs.
3. **List strengths of the program.**

The strengths of the program include a well qualified, master’s degree professor who has an additional 60 plus hours in the field of education. This full time professor also serves as program coordinator, a member of the Education Advisory Council, an executive member of the Illinois Community College Education Faculty Association, and a member of the National Association of Community College Teacher Education Programs.

The program has:

1. established a website, Educators Academy to provide greater access of information regarding the program,
2. made connections to the IVCC Continuing Education Program to better serve this population to offer a Basic Skills Workshop two times per year,
3. developed a workbook to assist students in preparing to take the Basic Skills exam,
4. developed a relationship with the local Regional Office of Education.

Members of the Regional Office of Education serve on the IVCC Education Program Advisory Council. IVCC and the ROE have joined forces to offer Paraprofessional Workshops and together, we offer the Workkeys exam on campus.

Courses have been developed and offered to meet the requirements for a Paraprofessional Certificate/Degree. All Education course syllabi have been aligned to match the Illinois Professional Teaching Standards. Three courses in the program include additional observation hours. They include Introduction to Education (15 hours), Clinical Experience in Education (30+ hours), and Exceptional Child (30) hours.

Clinical Experience Handbooks have been developed for the Introduction to Education and the Clinical Experience in Education courses by the Program Coordinator to assist students during this learning opportunity.

Besides the Education Technology course, several courses in the program include assignments that embed technology skills.

The Educational Psychology course includes technology skills but also includes an international component via a group project.

The program includes the introduction of the portfolio in each of the education courses but initially in the Introduction to Education course. An orientation to the portfolio and to the program is included and conducted by the Program Coordinator.

Several of the required courses for the certificate also could be selected to lead to a degree.

A two year course schedule has been developed to offer courses at varied times and various delivery options. Courses are offered in day sessions one semester with night options in opposite semester. Introduction to Education, Educational Technology, and Multicultural Education are offered in a Blended format. Child Growth and Development will be offered completely on line beginning Fall 2006.
4. **List weaknesses of the program.**

There is a need for the program to further develop a few keys areas:
1) increase the number of qualified part time instructors,
2) decide on a portfolio system and the process for reviewing portfolios,
3) continue to find means to review the program,
4) market the program in the local school districts,
5) investigate possible partnerships with local school districts,
6) streamline background checks procedures to increase cost effectiveness,
7) assess the impact of the Workkeys testing option on the program, and
8) assess the cost benefit of the student-certificate vs. test option from both the student’s perspective and the school district’s perspective.

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

Quality improvements to the program would include the following:
1) develop marketing strategies,
2) streamline portfolio process,
3) streamline background check procedures,
4) increase the pool of qualified part time instructors,
5) continue to offer varied time/varied formats of instruction of required courses, and
6) continue and further develop relationships off campus to enhance 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.**

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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.)

The program has several ways for students to demonstrate mastery of the program. Each course has had the syllabus reviewed and updated to include the Illinois Professional Teaching Standards which address the courses learning objectives. Portfolios have been introduced and students are encouraged to collect artifacts that support the objectives for each course. In addition, each course has core requirements that could include journaling with reflections, quizzes, exams, assignments, research papers, projects (group and individual) and tasks that include the incorporation of technology. At the end of one’s program, transcripts are reviewed to assess completion of guide sheet requirements for the program.

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.

Syllabi have been updated to meet the needs of students to reflect the Illinois Professional Teaching Standards.

Classroom Assessment Techniques are used periodically in individual courses to assess various areas of quality and/or lack of quality in instruction and delivery.

The coordinator for the program participated in the SCANS process as a means to learn about the trends in education and directions for the immediate community.

To assess the EDC Paraprofessional Program, IVCC’s EDC Program Coordinator reviews the portfolios of the students enrolled in the program. Portfolios contain artifacts that support the objectives of each course in the program. The learning objectives for each course are based on the Illinois Professional Teaching Standards. Recently, IVCC held a workshop where Program Coordinators wrote outcomes for their programs. These outcomes will be used by the Division Dean and the Program Coordinator to review the program. The Assessment Team will determine, during the upcoming academic year, the specifics for the program assessment and review. Data collection will be a part of this assessment.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:

OCCUPATIONAL
PROCESS OPERATIONS TECHNOLOGY

IVCC Program/CIP  PROCESS OPERATIONS TECHNOLOGY  CERT.  150699
Code Reviewed:

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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ACTIVE PROGRAM: COMPLETERS – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.

IVCC continues to work with area manufacturers on this particular program. This program has not been offered in 3 years due to low enrollments. Area employers continue to identify the need for entry level employees with the skills and knowledge included in this program; however, they have also not had any success in referring potential employees to complete this program. The curriculum is in the process of being revised and new industrial maintenance training equipment will be ordered that can be used to supplement this curriculum. The College will again schedule and promote this Certificate program to be offered beginning in the Fall 2006 semester.
2. **Is the program cost effective? How was this determined?**

**IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME**

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<th>EXPENSES VS. REVENUE</th>
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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.

N/A – Program has not been offered in the past 3 years.

3. **List strengths of the program.**

Advisory Council: This program has a very active Advisory Committee which meets regularly. They continue to update the curriculum and brainstorm ways to attract students to this program.

Up To Date Equipment: New industrial maintenance equipment scheduled to be purchased through a Department of Labor EARMARK grant can also be used for this program.

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

Recruitment/Marketing: The College has been unsuccessful, even with employer assistance, in generating enough interest in this program to allow course sections to meet.

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

The Dean of the Occupational Technologies Division and the Associate Vice President for Career Education last met with the Advisory Committee for this program in the Fall of 2005. At this meeting the members came to consensus on a revised program curriculum and identified new industrial maintenance equipment scheduled to be purchased through a Department of Labor EARMARK grant that can be used to provide training for this program. The College will schedule and promote offering this program to begin in the Fall 2006 semester.

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.

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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.)

N/A

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.

N/A
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:

OCCUPATIONAL

TRUCK DRIVER TRAINING

IVCC Program/CIP       TRUCK DRIVER TRAINING         CERT 490205
Code Reviewed:

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.

Enrollments in the Truck Driver Training Program are steady with a targeted average enrollment of 100 students per year. Forty-two per cent (42%) of our students are employed while attending classes and look to improve their lifestyle through a career as a professional truck driver. Fifty-five per cent (55%) of our students are unemployed looking for a career that will provide job stability with benefits at a good wage. Students report that wage and job security are most important to them when indicating their reason for pursuing Truck Driver Training.

The completion rate of the Truck Driver Training Program is very high at 99%. Our TDT program places emphasis on quality instruction and customer service to assure success in completion. If a student is not successful in passing the CDL state licensure on their first try, they are brought back to the training course and complete additional skills practice.

This program is comprised of two courses and may be conducted either in a day or evening format. A day format lasts 4 weeks, and an evening format is conducted over 6 weeks. The number of students completing exceed the numbers enrolled due to courses which have crossed the start or end of the academic year.

Job placement stands at 98% for students completing the truck driver training program. Our program is meeting the current student demand of the local district, but we are not meeting the current labor market demand. The percentage of new job creation and job replacement for this field is expected to grow by 9% in the years 2005 to 2010, with an anticipated 2,884 jobs within our college district in the year 2010, and 80,465 jobs within the state of Illinois (CCBenefits). The shortage of professional truck drivers is a national trend and the prospects for this field remain very strong into the foreseeable future.
### 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, student may or may not be actively taking program courses.

**ACTIVE PROGRAM: COMPLETERS** – from external ICCB A-1 Frequency Listing, duplicated, one student may be counted as a completer for up to 3 programs.

Note: Completers may exceed enrollment if students do not update their program of study each time they register.

The TDT employer advisory committee is a strong supporter of this program. Many of the advisory council members represent the areas of recruitment and safety training. Their involvement in the curriculum and their knowledge of the skills of our coordinator and our instructors contributes to their willingness to hire students, both before and after training.

The peak enrollment in the year 2003 was due to several local plant closings. Strength of this program remains in its short term nature, and the ability to train students quickly and return individuals to work if they are involved in a plant closure and choose to pursue professional truck driving as a career option. Equipment and instructors can be added with ease to meet the student demand.

### OCCUPATIONAL PROGRAM COURSES

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Data Source: **OCCUPATIONAL PROGRAM COURSES: ENROLLMENT/CREDIT HOURS**

from internal Occupational Program Review, courses that feed programs as determined by VP of Career Education, duplicated enrollment, one student may be enrolled in more than one course, student may or may not be active in program.

Note: For TDT, Colleague CSAR Reports for complete fiscal years were used rather than 10th day data.

The program is a ten credit hour certificate and is comprised of two courses, TDT 1201 and TDT 1202. With the high success rate of this program, and the fact that both classes are linked and required for successful completion, credit hour enrollment is stable and aligns with enrollments.

The 2003 academic year was a peak year due to several major plant closures in the area. This was also a peak year due to the program being new and many people were eager to enroll and become professional truck drivers.
2. **Is the program cost effective? How was this determined?**

**IVCC OCCUPATIONAL PROGRAM STATUS REVIEW OPERATING INCOME**

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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.

IVCC’s Truck Driver Training program is operating efficiently with a +16% operating revenue. For the benefit and flexibility of the program, the program uses part-time instructors who can work with a flexible teaching schedule which allows us to maximize the demand for the program. Equipment leasing allows us to expand equipment as needed, without substantial overhead costs.

IVCC’s internal program review has established a standard that a program should be operating at or above -20% breakeven to be considered operating effectively. The TDT program meets this standard in 2004 and 2005. The TDT Coordinator is fiscally conservative while maximizing quality and customer service.
3. List strengths of the program.

Job placement for students is very effective. Students receive job offers through pre-hire applications even before they begin the program. The TDT program enjoys a 98% employment placement rate.

Due to the quality of the instruction and reputation of the program, our Coordinator is able to hire knowledgeable staff with decades of safe practical experience.

The TDT program routinely evaluates students’ satisfaction and enjoys a student satisfaction rate of 100% satisfied.

IVCC is located at the crossroads of Interstates 39 and 80. The campus is in a rural setting. This location allows for an on-the road driving course which is practical, has ease of access and exit to interstate driving, and allows the student to build confidence along with skills.

The TDT Coordinator is a professional with more than 29 years of experience in the transportation industry. His emphasis is on safety, quality of instruction, and customer service. He is a strong promoter of having the training for CDL programs held at publicly funded institutions and particularly at the community college.

The college district’s labor market is being expanded with logistics facilities, primarily for major retail operations. This is the current and future growth of our geographic area. Professional Truck Driver Training will be needed to support the growth in this industry.

IVCC’s TDT program has an excellent reputation. In May 2006, the State of Illinois Secretary of State CDL Training Division used IVCC’s TDT facility for training/refreshing approximately 50 individuals who are the facility management and examiners of Northern Illinois. The state’s use of our facility is a direct result of their knowledge of the quality reputation of our program.
4. List weaknesses of the program.

The primary weakness of our program is the physical condition of the on-campus skills course. This course is used at the beginning of the behind-the-wheel training. Students have indicated that our training facilities need improvement. Weather greatly affects the condition of the course. Most noted is the deterioration of the skills training course resulting in mud or dust with inclement weather.

The under-funding of the Illinois Veterans Grant is of great concern to the Truck Driver Training program. There are times in the Spring semester of each year when the college does not receive full reimbursement of the tuition for the TDT program. As the tuition is $3,205, at times the underpayment has been substantial with a negative impact to the program. Current information tells us it is possible for a college to receive only 5% of the total tuition in Fiscal Year 2007 for IVG funded students.

The program has grown and is operating with one full-time coordinator and one part time administrative assistant. We will need full-time office coverage to assure assistance in the absence of the coordinator.

Fuel prices are a factor in the financial performance of the program. This is an external factor that can not be controlled. The coordinator stays informed about fuel prices and must continue to look for the long term to determine how these prices may affect program costs.

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

IVCC is actively working with local legislators to acquire funding to repair and improve the on-campus skills course. It is necessary for the benefit of the students and the reputation of the program to have construction work on the skills course completed. An architectural drawing is complete and we are awaiting release of funding. It is hoped that this project can be started in Summer 2006.

A full time administrative assistant is budgeted for in the 2007 fiscal year. Upon formal approval of the fiscal budget in August 2006, we will pursue filling this position.

We will need to stay abreast of fuel cost increases and the impact these increases have on the financial performance of the program. We will engage in administrative discussions to determine how we may recover fuel expenses through course fees, if and when necessary.

IVCC’s administration and the Illinois Community College Presidents are informed about the potential impact of IVG under funding to the program. We need the continued support of local and state representatives to assure that the IVG funding does not negatively impact our ability to offer TDT services.
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>0161 Truck Driver Training</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.)

The passing of a state of Illinois CDL license is necessary to complete this program. The Illinois Secretary of State requires all CDL students to successfully pass three written exams before they can obtain the CDL class “A” permit. There are three additional written exams for the endorsements. At the end of TDT 1201 and 1202, students are required to conduct a pre-trip inspection, skills and backing and an “on the road” test with the Illinois state examiner before they are approved for licensure.

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 college works with the Illinois Secretary of State’s office to meet the required standards for TDT. The program coordinator assures that all standards are covered in classroom and in skills course training.

In the quality improvement cycle, the TDT coordinator utilizes feedback from Illinois state examiners, IVCC instructors, students, and the program advisory council to assure the content of the curriculum and a method of training delivery which benefits all learning styles.
The Division of Humanities, Fine Arts and Social Sciences currently employs 22 full time faculty members and approximately 60 adjunct faculty members. The Division of Humanities, Fine Arts and Social Sciences is diverse and includes the disciplines of Anthropology, Art, Film, Gender Studies, History, Journalism, Music, Philosophy, Political Science, Psychology, Sociology, Speech, Theater and World Languages (formerly Foreign Languages). The occupational programs of Graphic Design and Human Services are also included in this Division, as is the certificate program of International Studies. The Division’s programs allow students to work towards a variety of Associate Degrees and Certificate Programs.

In the past five years, 1) new coursework has been developed and offered in the existing programs of Anthropology, History, Philosophy, Political Science and Theater, and 2) two new programs, Graphic Design and Human Services, have been developed and offered. The Humanities, Fine Arts and Social Sciences division continually strives to explore new methods of instructional delivery and is one of the leading divisions in development of online and blended courses at IVCC.

Throughout the 2003 restructuring of divisions which combined disciplines to form HFASS and the 2005 change in leadership, IVCC’s primary purpose and core values continue to guide the division. The Dean and division staff members strive to exemplify IVCC’s mission as a student centered institution as well as uphold IVCC’s core values of responsibility, caring, honesty, fairness and respect.
ANT-1000 Introduction to Anthropology
ANT-1002 Cultural Anthropology

ART-1000 Art Survey
ART-1009 Ceramics 1
ART-1010 Art Survey 11
ART-2009 Ceramics 11

DRW-1000 Drawing 1
DRW-1010 Drawing 11

DSN-1000 Design 1
DSN-1010 Design 11

PHO-2000 Introduction Photography

FEN-1000 Conversational French 1
FEN-1001 Elementary French 1
FEN-1002 Intermediate French 11
FEN-2001 Intermediate French 1
FEN-2002 Intermediate French 11
FEN-2003 Composition & Conversation
FEN-2004 Survey of French Literature

GER-1000 Conversational German
GER-1001 Elementary German 1
GER-1002 Elementary German 11
GER-1010 Conversational German 11
GER-2001 Intermediate German 1
GER-2002 Intermediate German 11

ITL-1000 Conversational Italian 1
ITL-1010 Conversational Italian 11

SPN-1000 Conversational Spanish 1
SPN-1001 Elementary Spanish 1
SPN-1002 Elementary Spanish 11
SPN-1010 Conversational Spanish for Professionals
SPN-1200 Conversational Spanish for Medical Personnel
SPN-2001 Intermediate Spanish 1
SPN-2002 Intermediate Spanish 11
SPN-2003 Composition and Grammar
SPN-2004 Survey of Spanish Literature

GDT-1201 Introduction to Quark
GDT-1202 Photoshop 1 for Graphic Design
GDT-1203 Printing Technology
GDT-1204 Web Design for Graphic Design
GDT-1222 Introduction to Illustrator
GDT-2006 Visual Communications 1
GDT-2202 Photoshop 11
GDT-2205 Graphic Design Internship 1
GDT-2206 Graphic Design Internship 11
GDT-2207 Graphic Design Internship 111
GDT-2211 Design Solutions 1
GDT-2214 Multimedia 1
GDT-2216 Visual Communications
GDT-2221 Graphic Design Solutions 11
GDT-2232 Illustrator 11

Gen-2000 Women through Culture & Centuries
GEN-2001 Women in Ancient Cultures
GEN-2002 Women in Literature

HIS-1000 History of Western Civilization 1
HIS-1001 History Western Civilization 11
HIS-1003 History Eastern Civilization
HIS-1005 American Labor History
HIS-2000 U.S. History to 1865
HIS-2001 U.S. History From 1865
HIS-2002 History of Latin America
HIS-2006 History Middle Eastern Civilization
HIS-2008 Modern Africa
HIS-2010 Special Topics in History

HSR-1000 Introduction to Human Services
HSR-1201 Counsel Methods & Interv Tech
HSR-1202 Helping Across Cultures
HSR-1203 Group Dynamics
HSR-1204 Addictive Disorders
HSR-1205 Case Management Skills
HSR-1206 Practicum 1
HSR-1207 Practicum 11

FLM-2009 The Art of the Film
FLM-2010 Film, Art & Literature
FLM-1007 Spec Topics/Human & Fine Art
JRN-1001 Intro to the Mass Media
JRN-1002 Reporting

MUP-1001 Collegiate Chorale
MUP-1002 Wind Ensemble
MUP-1004 Jazz Ensemble
MUP-1005 Class Piano
MUP-1011 Chamber Singers
MUP-1012 Flute Ensemble
MUP-2001 Applied Music: Vocal
MUP-2003 String Ensemble
MUP-2005 Applied Music: Piano
MUP-2013 Applied Music: Guitar
MUP-2014 Applied Music: Trumpet
MUP- Applied Music: Drums/Orchestra
MUP-2022 Applied Music: Oboe
MUP-2023 Applied Music: Violin
MUP-2025 Applied Music: Drum Sets
MUP-2033 Applied Music: Viola
MUP-2034 Applied Music: French Horn
MUP-2042 Applied Music: Bassoon
MUP-2043 Applied Music: Bass
MUP-2044 Applied Music: Tuba
MUP-2052 Applied Music: Saxophone
MUP-2053 Applied Music: Cello
MUP-2062 Applied Music: Flute
MUP-2072 Applied Music: Piccolo

MUS-1000 Music Appreciation
MUS-1001 Fundamentals of Music
MUS-1002 Music Theory 1
MUS-1012 Music Theory 11
MUS-2002 Music Theory 111
MUS-2012 Music Theory IV

PHL-1001 Introduction to Philosophy
PHL-1002 Ethics
PHL-1003 Philosophy of Religion
PHL-1005 Logic
PHL-1013 Comparative Religions

PSI-1000 American National Government
PSI-1002 State and Local Government
PSI-1003 Introduction to Global Studies
PSI-2000 International Relations
PSY-1000 General Psychology
PSY-2000 Personality
PSY-2001 Child Growth and Development
PSY-2004 Social Psychology
PSY-2005 Human Sexuality
PSY-2006 Abnormal Psychology
PSY-2200 Human Relations/World of Work

SOC-1000 Introduction to Sociology
SOC-1002 Marriage and Family
SOC-2001 Social Problems

SWK-1000 Introduction to Social Work

SPH-1001 Fundamentals of Speech
SPH-1204 Oral Comm Skills Bus. Ind/Tech

THE-1005 Theatre Play Production
THE-1006 Acting
THE-2002 Introduction to Theatre
THE-2005 Theatre Play Production

SSI-1200 Special Topics in Social Science

Source: Colleague System 04/SU, 04/FA, 05/SP
Academic Discipline: Anthropology
CIP Code Number: 450201
PCS Code Number: 11

Program Review Summary:

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

Enrollment in this discipline has remained steady since IVCC began offering Anthropology courses. The number of course offerings varies each semester which accounts for the differences in credit hours generated. Most class sections in Anthropology typically reach the maximum student enrollment, partly due to the fact that they satisfy general education requirements, and retention in these courses is high.

<table>
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</table>

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

The discipline of Anthropology is cost effective. This is determined by examining the high enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less than that of the State of Illinois.

<table>
<thead>
<tr>
<th>Year</th>
<th>IVCC FY 2003</th>
<th>IVCC FY 2004</th>
<th>IVCC FY 2005</th>
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</table>
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Two courses are offered in this discipline and both are articulated with IAI: ANT 1000 – Introduction to Anthropology, IAI Code S1900N and ANT 1002 – Cultural Anthropology, IAI Code S1901N.

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

The only improvement to this discipline would be to provide additional instructional equipment and supplies for these courses to aid in instruction.

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).

Courses in Anthropology have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
### INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

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<td>PHOTOGRAPHY</td>
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</tbody>
</table>

**Program Review Summary:**

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

Enrollment in this discipline has remained steady indicating a need for these courses by students for both General Education purposes as well as those who plan to major in Art. In addition, most courses in this discipline regularly reach their enrollment limit and retention is quite high.

#### CREDIT HOURS GENERATED

(data for courses with the above CIP & PCS code only)

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

#### UNIT COST DATA

(data for courses with the above CIP & PCS code only)

<table>
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<tr>
<th></th>
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</table>

The discipline of Art is cost effective. This is determined by examining the high enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less
than that of the State of Illinois for all courses, in some cases substantially lower than the statewide figures.

3. **Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.**

Two Art courses satisfy general education requirements and both are articulated with IAI: ART 1000 – Art Survey, IAI Code F2901 and ART 1010 – Art Survey II, IAI Code F2902. Additional Art, Design, Drawing and Photography courses are used as electives and are transferable.

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

Currently many of the Art courses are filled to capacity and additional sections of Art could be offered if facilities permitted. Additional space and equipment for the Art department would facilitate this.

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):

   **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).**

Courses in Art have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

**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.**

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
Academic Discipline: GENDER STUDIES
CIP Code Number: 230301
PCS Code Number: 11

Program Review Summary:

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

Enrollment in this discipline has steadily increased indicating a need for these courses to meet General Education requirements. Most courses in this discipline regularly reach their enrollment limit and retention is satisfactory. In addition, two of the three courses in this discipline are offered in both a traditional setting as well as online.

Credit Hours Generated
(data for courses with the above CIP & PCS code only)

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

Unit Cost Data
(data for courses with the above CIP & PCS code only)

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</tbody>
</table>
The discipline of Gender Studies is cost effective. This is determined by examining the high enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less than that of the state of Illinois.

3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Three courses are offered in this discipline and all are articulated with IAI: GEN 2000 – Women Through Culture and Centuries, IAI Code H9900; GEN 2001 – Women in Ancient Cultures, IAI Code HF9070; GEN 2002 – Women in Literature, IAI Code H3911D. All courses satisfy General Education requirements.

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

While retention is satisfactory, there is some opportunity for improvement. Measures to improve retention should be considered and implemented.

5. Based on the program review, will the College

______ 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).

Courses in Gender Studies have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructor of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
Academic Discipline: HISTORY  
CIP Code Number: 450801  
PCS Code Number: 11  
CIP Code Number: 459997  
PCS Code Number: 11  
CIP Code Number: 521002  
PCS Code Number: 11

Program Review Summary:

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

Enrollment in this discipline has remained steady indicating a need for these courses by students for both General Education purposes as well as those who plan to major in History. In addition, most courses in this discipline regularly reach their enrollment limit and retention is satisfactory.

**CREDIT HOURS GENERATED**  
(data for courses with the above CIP & PCS code only)

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

**UNIT COST DATA**  
(data for courses with the above CIP & PCS code only)

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The discipline is cost effective. This is determined by examining the substantial enrollment in these courses and is supported by the information that the unit cost data for this discipline at
IVCC is less than that of the state of Illinois.

3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

With the exception of two special topics courses, all History courses are articulated with IAI and meet General Education requirements.

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

Retention in this discipline is satisfactory and for traditionally taught courses is quite good. Four courses in this discipline are taught traditionally as well as by telecourse and retention in the telecourse sections is lower than that of traditional sections. This is an issue to be examined and rectified.

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).

Courses in History have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

Academic Discipline:   CIP Code Number:   PCS Code Number:
HUMANITIES           FILM           500602          11

Program Review Summary:

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

Enrollment in this discipline has increased steadily indicating a demand for these courses in order to meet General Education requirements. The two courses in this discipline often reach their enrollment limit and retention is satisfactory. In addition, one of the two courses in this discipline is offered in both a traditional setting and online format.

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

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3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Two courses are offered in this discipline and both are articulated with IAI: FLM 2009 – The Art of the Film, IAI Code F2902 and FLM 2010 – Film, Art and Literature, IAI Code HF900. Both courses satisfy General Education requirements.

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

While retention is satisfactory, there is some opportunity for improvement.

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).

Courses in Film have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructor of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

Academic Discipline: JOURNALISM
CIP Code Number: 090401
PCS Code Number: 11

Program Review Summary:

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

Although the credit hours generated in the past three years has declined, the courses in this discipline are fundamental to those students interested in Journalism and the students in these courses also are responsible for publication of the award winning college newspaper, the IV Leader. Typically only one course in Journalism is offered per semester.

CREDIT HOURS GENERATED
(data for courses with the above CIP & PCS code only)

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

UNIT COST DATA
(data for courses with the above CIP & PCS code only)

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The discipline of Journalism is cost effective. This is determined by examining the substantial enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less than that of the state of Illinois.
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Three courses are offered in the Journalism discipline and these are intended for those students interested in pursuing a major in Journalism or in a related field such as graphic design or art. These students gain valuable knowledge and experience which serves them as they transfer to a four-year institution or as they move into the workplace. While these courses are transferable and do address IVCC learning objectives, they do not meet a General Education requirement.

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

No recommendation.

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).

Courses in Journalism have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructor of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects including production of the College newspaper, the *IV Leader*.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
### INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

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**Program Review Summary:**

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

   Enrollment in this discipline has remained steady indicating a need for these courses by students for both General Education purposes as well as those who plan to major in Music. In addition, most courses in this discipline regularly reach their enrollment limit and retention is satisfactory.

**CREDIT HOURS GENERATED**

(data for courses with the above CIP & PCS code only)

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

**UNIT COST DATA**

(data for courses with the above CIP & PCS code only)

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The discipline is cost effective. This is determined by examining the substantial enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less than that of the State of Illinois.
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Applied Music courses (MUP) and most Music (MUS) courses are primarily for students interested in Music lessons on an individual basis or those wishing to pursue a major in Music. These courses are transferable although they may be considered electives at the receiving institution. One Music course, MUS 1000 – Music Appreciation is articulated through IAI with an IAI Code of F1901; this course meets general education requirements.

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

No recommendation

5. Based on the program review, will the College

[ ] 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).

Courses in Music have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects as well as performance requirements.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:  
ACADEMIC DISCIPLINE

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Program Review Summary:

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

   The number of credit hours generated in this discipline has declined in the past year due to the loss of a full-time Philosophy instructor and a consistent decrease in Philosophy course offerings. In those Philosophy courses still offered, enrollment is significant. The full-time position has been filled for Fall 2006, and enrollments should increase after FY2006.

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

   While the state average unit cost for FY2005 is higher than IVCC’s unit cost, it is close. As
enrollments grow in these courses, the unit cost is expected to decrease.

3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Five courses are offered in Philosophy and all five are articulated through IAI. All five courses also meet General Education requirements.

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

Measures to improve cost effectiveness will be examined. Now that a full-time Philosophy instructor is employed, promotion of the Philosophy discipline can proceed, drawing more students to these courses.

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).

Courses in Philosophy have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:
ACADEMIC DISCIPLINE

Academic Discipline: POLITICAL SCIENCE
CIP Code Number: 450801 450901 451001
PCS Code Number: 11 11 11

Program Review Summary:

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

   Although credit hours generated have declined somewhat in recent years, a number of factors including the development of new online Political Science courses, as well as the Title VI Grant responsibilities of the full-time faculty member in this discipline have contributed to the slight decrease in Political Science offerings. Enrollment in courses offered is steady; however, retention is a concern, with 25% attrition in the spring of 2006.

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

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This discipline appears to be cost effective as the unit cost is roughly equivalent to that of the state average.

3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Of the four Political Science courses offered, three are articulated through IAI: PSI 1000 – United States Government, IAI Code S5902; PSI 1002 – State and Local Government, IAI Code S5902; PSI 2000 – International Relations, IAI Code S5904N. These three courses meet General Education requirements. The fourth Political Science course, PSI 1003 – Introduction to Global Studies, is the introductory course for the International Studies certificate offered at IVCC.

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

Retention is a significant concern in this discipline. Research will be conducted to determine the cause of poor retention and an effort made to improve it. This should, additionally, improve the cost effectiveness of this discipline.

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).

Courses in Political Science have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY:  
ACADEMIC DISCIPLINE

Academic Discipline:  
PSYCHOLOGY

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Program Review Summary:

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

Enrollment in this discipline has remained steady, indicating a need for these courses by students for both General Education purposes as well as those who plan to major in Psychology. In addition, most courses in this discipline regularly reach their enrollment limit and retention is satisfactory. One of the courses is also offered online and other online sections are being developed to meet student needs.

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The discipline is cost effective. This is determined by examining the substantial enrollment in
these courses and is supported by the information that the unit cost data for this discipline at IVCC is roughly equivalent to that of the state of Illinois.

3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Of the seven Psychology courses offered, three are articulated through IAI and meet General Education requirements: PSY 1000 – General Psychology, IAI Code S6900; PSY 2001 – Child Growth and Development, IAI Code S6903; PSY 2004 – Social Psychology, IAI Code S8900. The remaining four Psychology courses, PSY 2000 – Personality, PSY 2005 Human Sexuality, PSY 2006 Abnormal Psychology and PSY 2200 Human Relations in the World of Work, are taken by students interested in pursuing a major in Psychology or other Social Science related field.

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

Retention in this discipline is satisfactory however there is room for improvement. This is an issue to be examined and rectified.

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).

Courses in Psychology have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.
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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
ILLINOIS COMMUNITY COLLEGE BOARD
2006 ACCOUNTABILITY/PROGRAM REVIEW
Part A: Form A-2

INSTRUCTIONAL PROGRAM REVIEW SUMMARY:
ACADEMIC DISCIPLINE

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Program Review Summary:

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

Enrollment in this discipline has remained steady indicating a need for these courses by students for both General Education purposes as well as those who plan to major in Sociology or a Social Science related field. In addition, most courses in this discipline regularly reach their enrollment limit and retention is satisfactory. In addition to traditional offerings, one of the courses is also offered online and others are being developed to meet student needs.

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UNIT COST DATA
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<td>FY 2005</td>
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The discipline of Sociology is cost effective. This is determined by examining the high enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less than that of the state of Illinois.
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

With the exception of two special topics courses, all Sociology courses are articulated with IAI and meet General Education requirements. These articulated courses include: SOC 1000 – Introduction to Sociology, IAI Code S7900; SOC 1002 – Marriage and Family, IAI Code S7902; SOC 2001 – Social Problems, IAI Code S7901.

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

No recommendation.

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).

Courses in Sociology have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
ILLINOIS COMMUNITY COLLEGE BOARD
2006 ACCOUNTABILITY/PROGRAM REVIEW
Part A: Form A-2

INSTRUCTIONAL PROGRAM REVIEW SUMMARY:
ACADEMIC DISCIPLINE

<table>
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<tr>
<th>Academic Discipline:</th>
<th>CIP Code Number:</th>
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Program Review Summary:

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

Enrollment in this discipline has remained steady indicating a need for these courses by students for General Education requirements. In addition, most courses in this discipline regularly reach their enrollment limit and retention is satisfactory.

CREDIT HOURS GENERATED
(data for courses with the above CIP & PCS code only)

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

UNIT COST DATA
(data for courses with the above CIP & PCS code only)

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The discipline is cost effective. This is determined by examining the substantial enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is roughly equivalent to that of the state of Illinois.
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

Of the three courses offered in this discipline, one, SPH 1001 – Fundamentals of Speech, IAI Code C2900 is articulated with IAI and meets General Education requirements. The two remaining courses are offered as electives and one, SPH 1204 – Oral Communication Skills for Business Industry and Technology, is taken predominantly by students in occupational programs.

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

While retention is satisfactory, there is some opportunity for improvement. Measures to improve retention should be considered and implemented.

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).

Courses in Speech have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

Academic Discipline: THEATER
CIP Code Number: 231001
PCS Code Number: 11
CIP Code Number: 500501
PCS Code Number: 11
CIP Code Number: 500503
PCS Code Number: 11
CIP Code Number: 500504
PCS Code Number: 11

Program Review Summary:

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

   Enrollment in this discipline has remained steady indicating a need for these courses by students for both General Education purposes as well as those who plan to major in Theater. In addition, most courses in this discipline regularly reach their enrollment limit and retention is high.

   CREDIT HOURS GENERATED
   (data for courses with the above CIP & PCS code only)

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

   UNIT COST DATA
   (data for courses with the above CIP & PCS code only)

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The discipline is cost effective. This is determined by examining the substantial enrollment in these courses and is supported by the information that the unit cost data for this discipline at IVCC is less than that of the state of Illinois.
3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

One course in this discipline, THE 2002 – Introduction to Theater, IAI Code F1908, is articulated and satisfies General Education requirements. The other courses are designed specifically for students interested in majoring in Theater and are transferable.

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

No recommendations.

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).

   Courses in Theater have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects as well as performance requirements.

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.

   Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
### INSTRUCTIONAL PROGRAM REVIEW SUMMARY: ACADEMIC DISCIPLINE

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**Program Review Summary:**

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

Enrollment in this discipline has remained steady indicating a need for these courses by students for General Education purposes as well as those who plan to pursue the certificate in International Studies. French and Spanish are the two World Languages most in demand as most courses in these languages regularly reach their enrollment limit and retention in all World Language courses is high. French and Spanish courses are offered in a blended format, which involves course delivery partly in a traditional setting and partly as an online course.

### CREDIT HOURS GENERATED
(data for courses with the above CIP & PCS code only)

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

The discipline is cost effective. This is determined by examining the enrollment in these courses and is supported by the information that, in most cases, the unit cost data for this discipline at IVCC is less than that of the state of Illinois.

3. Are all courses in the discipline articulated to satisfy general education and major field requirements? Explain exceptions.

In the cases of Spanish, French and German, six courses in these languages meet General Education requirements. One course in each language, the Intermediate II course, is articulated with IAI. These courses are also transferable to other institutions. In all World Languages there are courses that are strictly conversational and these courses do not transfer as a World Language courses to other institutions.

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

No recommendations.

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):

UNIT COST DATA
(data for courses with the above CIP & PCS code only)

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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).**

Courses in World Languages have clearly established learning objectives that apply to the course as well as Illinois Valley Community College General Education objectives. Assessment of student accomplishment of these objectives is completed in a number of ways as determined by the instructors of the courses in this discipline. Some of the methods used may include essays, examinations and capstone projects.

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.**

Assessment of student learning of course objectives is used by instructors on a regular basis to review and revise course instruction. The College’s newly organized Assessment Team will be working to formalize guidelines for assessment at the course and program levels.
ANALYSIS OF INFORMATION FROM THE

2005 FOLLOW-UP STUDY OF FISCAL YEAR 2004 OCCUPATIONAL PROGRAM GRADUATES

1. For the 2005 Follow–Up Study of FY 2004 Occupational Program Graduates, the IVCC overall response rate dropped to 22.1% down from 37% for the FY 2004 Study.

2. In an effort to increase responses for the FY 2006 Follow-Up Study, IVCC added an ON-LINE option for completing the graduate follow-up survey in addition to the survey that is mailed out accompanied by a personalized letter. However, we can already report that NOT ONE graduate opted to complete the FY 2006 on-line survey.

3. In June of 2006, the Associate Vice President for Career Education met with 13 of the Program Coordinators to discuss program-level outcomes and assessment. One outcome from this workshop was the agreement by all Program Coordinators to assist the Career Education office to increase the response return rate of this survey for FY 2007.

4. Of those responding to the FY 2005 survey, below are items for note:
   - There was an increase from 72.8% to 84% of graduates reporting being employed. This included 100% of the Early Childhood Education, Industrial Maintenance, and Truck Driver Training program graduates who responded to the survey.
   - The only graduates reporting as Unemployed & Seeking Employment were in the Automotive Technology program area. This information will be shared with the Program Coordinators to encourage them to have their students utilize the Career Services Center on campus and the OneStop Center for assistance with the job search.
   - Overall the percent of graduates reported as “Pursuing Continuing Education” has dropped again to 16.7%. This information will be shared with the program coordinators to focus their attention on the continuing education needs for the area employers of their graduates.
   - The student satisfaction rating of the program that graduates completed increased slightly to 4.4 up from 4.3 in FY 2004.
PROGRAMS TO BE EVALUATED

FY 2007

1. Criminal Justice (AAS & Certificate)
2. Forensic Specialist (AAS & Certificate)
3. Corrections (AAS (2))
4. Computer Information Systems (AAS)
5. Computer Networking Administration (AAS & Certificate)
6. Computer Numerical Control Operator (Certificate)
7. Electrical Construction Technology (AAS & Certificate)
8. Electronics & Electricians Technology (AAS)
9. Industrial Electricians (Certificate)
10. Manufacturing Technology (AAS)
11. School Technology Coordinator (Certificate)
12. Teacher Technology (Certificate (2))
13. SHERIDAN CORRECTIONAL CENTER (SCC)
14. 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. Office Technology (AAS)
7. Office Systems Management (Certificate)
8. Student Services
9. Therapeutic Massage (AAS & Certificate (2))
10. NATURAL SCIENCE AND BUSINESS DIVISION (NSCB)
FY 2009

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

FY 2010

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

FY 2011

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