COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board
August 2007

Illinois Valley Community College

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SUMMARY REPORT OF REVIEW RESULTS  
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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<td>30 – Certs &lt;30ch</td>
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Action

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

Improvements & Rationale for Action

The CIS program has experienced low enrollments and the loss of a full-time faculty member within the past reporting period from 2002 to 2006. Enrollments in the CIS program peaked in FY 2003 with a duplicated headcount of 187 individuals. In FY 2006, enrollments were down 50% from the FY03 total, to a duplicated head count of 93. From 2003 to 2006, credit hour enrollments have declined by 46%.

In August 2005, IVCC’s full-time computer programming instructor resigned to accept a consulting position in industry. We were fortunate to find an instructor in January of 2006 who was interested in a career transition from industry to teaching. This instructor spent the first semester becoming acquainted with curriculum, higher education, etc., and in the past year has done research in a broader industry review to determine programming needs and expectations.

Retention and recruitment of students was difficult in this period with losing the instructor, and also due to negative press regarding national job loss in the computer fields which began in 2002. In the years 2002, 2003, and 2004, we had 6, 5 and 4 program completers respectively. In 2005 we were at 1 program completer and in 2006 had 0 program completers. Throughout this period, our conversations with our CIS program advisory committee have been positive. They indicate there is a need for an understanding of programming and programming languages in this labor market area, although very few positions exist which require programming work in a full-time capacity. Their input will be sought in a full curriculum review in 2008.

There is a continuous dilemma about whether an AAS degree in Computer Science can survive in a competitive environment when often the minimum qualifications appear to be
Bachelor Degree candidates. In IVCC’s district, the belief is a certain amount of skills and knowledge is needed in many occupations. Labor market data shows that in 2006, there are 688 positions in the local economic area, with anticipated growth of 4% by 2010. Often, CIS students will hold a 4-year degree in another field, and will come to IVCC for experience and skills in programming as those skills become a proportionate share of their full-time employment. We believe this is a continuing market for our local labor market, and we will work in the coming year to better define with employers the specific skills they are seeking in this type of employee. We have had discussions on the potential for web based programming and we need to explore that potential in the coming year.

Program operating income for FY 2006 exceeded expenses by 1.1%. The loss of the full-time instructor for that year improved the declining cost/revenue analysis which had ranged from -28 to -38% in the three years prior to 2006. With the hiring of a new full-time instructor in January of 2006, we are better positioned to focus on our recruitment and retention issues.

Proposed Plan of Action:

1) Conduct full curriculum review and advisory input; implement curriculum revisions FY 08.

Our full-time computer information systems instructor has done a curriculum review in May of 2007 to incorporate a 3 course sequenced approach in the JAVA programming language. This change was brought about to better fulfill university expectations, and to build a foundation which is appropriate for the AAS degree requirements and expectations. This curriculum review will also investigate web-based programming and multiple certificate options which may meet industry needs.

2) Develop and implement a focused recruiting plan, FY 08.

An area of need is in focused recruitment. IVCC has a plan to hire a full-time Career & Technical Education (CTE) recruiter position in FY 2008. This position should benefit all technical programs greatly. The recruiter will focus on developing markets in the areas of current business and graduating high school seniors. Programs which will have the greatest priority in the plan will be those with declining and/or low enrollments, of which CIS will be one of those priority programs.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Other, please specify: Advisory Committee review and participation
Employer feedback from student internship participation
Statewide Program Issues (if applicable)
The computer industry in general and the attractiveness of the industry began its decline in 2002. Negative press was nationwide as to computer industry decline and the demand for jobs. IVCC faculty and administration participated in a consortium of Northern Illinois Community Colleges to address the promotion of jobs in computer fields. The colleges worked with a consultant to try to find a suitable promotional message which would apply to any college, no matter what the demographic mix, the labor market mix, or the economic status. The result of this consortium was the determination that the local needs varied, and a combined advertising and promotions blitz would not attract our students and their parents. There is a need for Illinois community colleges in general to position themselves as a more valuable entity in the eyes of young adults and their parents. Promoting higher education and the community college as the most valuable resource will benefit programs in the computer area and all technical programs.

It would be a benefit to community colleges for the state to continue working with universities on accepting the AAS degrees as capstone work toward the Bachelor degree. With the onset of degrees being offered in online formats and the number of universities willing to accept the AAS degree, there are increasing opportunities for career changers and the non-traditional students.

In order to know and report job placement rates accurately, colleges need access to the employment data which is collected by IDES.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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REPORTING NOTE: IVCC's Computer Networking certificate curriculum and the AAS curriculum are complimentary. A student's first two semesters of certificate work will apply toward the AAS degree. The AAS and Certificate are closely aligned; the programs share a budget and enrollment data are reported together at this time.

Action

☒ Continued with minor improvements-AAS & the Computer Networking Certificate
☐ Significantly modified
☐ Discontinued/Eliminated
☒ Placed on inactive status – School Technology Coordinator Certificate
☐ Scheduled for further review
☐ Other, please specify:_______________________

Improvements & Rationale for Action

Substantial curriculum changes were made in FY 2003. These changes included upgrading server curriculum, adding a networking security course, and adding an advanced troubleshooting and repair course. These changes were made based on technological advances and local labor market interest/demand. All curriculum changes are presented to, discussed and approved by an employer advisory committee.

Specific data for the local demand for a person with the AAS degree in computer networking demonstrates that an average of 11% growth is expected through 2010. The total number of new and/or replacement openings for the 3 year period to 2010 is 42 positions. IVCC program completion data for FY 06 shows the 2nd highest completion rate in the history of the program, with 3 individuals completing the AAS and 18 individuals completing certificates, totaling 21 completers. In FY 03, there were 22 completers with 10 completing the AAS and 12 completing the certificate. Since December of 2006, we have seen increased promotions for vacant networking positions. Through environmental scanning, it appears as if the market equilibrium is moving toward increased demand in our area. We have confidence in the need for the program and its curriculum, and recruitment and program visibility is a continued need.

A cost/revenue analysis is conducted as a part of this review. Program operating expenses exceeded income by 43.3% which is attributed to record low enrollments and a well-qualified instructor mix. The instructor salary expenditure in the Networking program accounts for
98% of the total expenditures in this year. The program is supported by 3 full-time faculty members, each of whom has some responsibility in the networking area, and their salary has been proportionately designated. All 3 of this faculty are masters prepared, and 2 faculty members have a substantial number of tenured years at the college. All full- and part-time faculty in the program bring significant industry experience into the classroom. The program is positioned for great success with highly qualified faculty, yet enrollments are needed.

**Proposed Plan of Action:**

1) Full curriculum review by Advisory committee, fall 2007.

   Future improvements include a review of the curriculum by the advisory committee in FY 2008. The local labor market continues to have a relatively small number of positions which are designated in a full-time capacity to a networking specialist. But the need for understanding computer networks in many jobs continues to increase as all fields (manufacturing, healthcare, etc) use networked environments. Several local small businesses have developed employing a staff of trained consultants in the field of networking who advise business clients throughout multiple industries. The trend for these small business consulting agencies seems to be on the increase and demonstrates the need for support throughout our labor market. In addition, these individuals are likely to be trained through IVCC's networking program.

2) Focused recruitment of traditional students and through business and industry, FY 2008.

   Current program enrollments have declined by 52% since FY 2003. In FY 2002, the Networking program was relatively new and the local geographic area had a number of significant plant closures, resulting in a number of dislocated workers enrolling in training programs. Since that time, the college has begun and/or expanded two additional programs, including welding and truck driver training. Both of these programs offer additional options for dislocated workers, but at the same time offer competition for enrollments in the networking program.

   With a demonstration of local need, the Computer Networking program is in need of focused recruitment and program visibility. IVCC has a plan to hire a full-time CTE recruiter position in 2008. This position should greatly benefit all technical programs. The recruiter will focus on developing markets in the areas of current business and graduating high school seniors. The recruiter will focus first on programs with the greatest need, and Computer Networking will be one of those programs.

3) Continue to pursue partnerships with colleges and universities for bachelor degree completion, through FY 2009.

   An opportunity for programs such as networking to expand include working with more universities who are interested in accepting all or a majority of coursework in AAS technical degrees to apply to the completion of Bachelor degree programs. Having more universities recognize the AAS program and to offer bachelor degree completion in a variety of ways can possibly assist in the recruitment of traditional age students and those
individuals who are looking for advancing career opportunities through continued education.

IVCC first offered the School Technology Coordinator Certificate in the fall of 2002. At that time local school principals were indicating a need to have a trained staff member who could maintain their school networks and work with their faculty to integrate technology into their classrooms. There has been only one completer of this program (in FY03). We feel that the needs in the schools are being met by other programs, including our Certificate and A.A.S. in Computer Network Administration. Therefore, a recommendation will go to the IVCC Curriculum Committee in the fall of 2007 to INACTIVATE the School Technology Coordinator Certificate.

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

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: Advisory Committee Participation
- Employer feedback from student internships

**Statewide Program Issues (if applicable)**

The computer industry in general and the attractiveness of the industry as a viable career began its decline in 2002. Negative press was nationwide as to computer industry decline and the demand for jobs. IVCC faculty and administration participated in a consortium of northern Illinois community colleges to address the promotion of jobs in computer fields. The colleges worked with a consultant to try to find a suitable promotional message which would apply to any college, no matter what the demographic mix, the labor market mix, or the economic status. The result of this consortium was the determination that the local needs varied, and a combined advertising and promotions blitz would not attract our students and their parents.

While the effort described above was tried and not successful, there is a need for Illinois community colleges in general to position themselves as a more valuable entity in the eyes of young adults and their parents. Promoting higher education and the community college system statewide as the most valuable resource will benefit programs in the computer area as students realize the choices of local opportunities.

In addition, as a Community College system, we are in need of promoting to Illinois business and industry the relevance and appropriateness of Associate of Applied Science degrees to gain support for degree completion.

In order to know and report job placement rates accurately, colleges need access to the employment data which is collected by IDES.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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Action

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

Improvements & Rationale for Action

Both the Advanced Teacher Technology and Basic Teacher Technology Certificates were created as a result of working with the local ROE's office at a time when we were told that many local teachers would be looking for college credit coursework in order to satisfy their continuing professional development requirements. However, after repeated efforts to promote these certificates to local teachers, there have been no students actively pursuing these two certificates since they were first offered during FY 2002. While enrollments in individual courses making up both of these certificates continue to remain steady, there are no courses specific or unique to these two certificates. While we feel we continue to attract local teachers pursuing coursework in technology related courses, there appears to currently be no incentive either by their current school districts or the Illinois State Board of Education for them to complete either of these certificate programs. Therefore, a recommendation will go to the IVCC Curriculum Committee in the fall of 2007 to INACTIVATE both the Advanced Teacher Technology and Basic Teacher Technology Certificates.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable) None at this time.
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Action

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

Improvements & Rationale for Action

In FY 2006, the AAS in Electronics & Electricians Technology was modified to integrate a "career ladder" curriculum with the certificate for Industrial Electricians. A primary reason for this change was to improve the opportunity for students to complete the AAS upon completion of the certificate program. This change should also improve the number of students completing the AAS who are working full-time and who are pursuing advanced training and education.

The electrical maintenance field in this geographic area is one of consistent demand, high skills and high wages. The nature of our industry base is small to medium sized manufacturing firms, with several larger scale manufacturing plants remaining. The electrical maintenance person is vital to daily operations of these businesses. Through environmental scanning of classified ads and through employer contacts with the instructor, we see a strong, steady demand for employment. Surprisingly, trend data for this occupational classification shows little growth through 2010 (4.9%), with the exception of the field of telecommunications (17%). Many current students are either gainfully employed and are upgrading their workplace skills, or they gain employment easily upon their completion of the program.

Enrollments in this program have increased from a duplicated head count of 54 in FY 2001 to 184 in FY 2006. Credit hour enrollments show a decrease of 6% from 2001 to 2006, although this decrease is caused by curriculum changes. When the career ladder approach was adopted in FY 06, some of the shared curriculum has been changed to be attributed to the Industrial Electrician certificate for reporting purposes. For this reason and in future reporting years, the budget and enrollments for the AAS in Electronics & Electricians Technology degree and the Industrial Electricians certificate will be analyzed together.
An average of 4.6 students per year have completed the AAS in Electronics & Electricians Technology degree for the past 5 years, with 5 actual completers in 2006. Three factors are believed to be the cause of the low completion rate for this degree: 1.) Many enrolled students are employed and degree completion is not their primary career goal. 2.) Students do not make the effort to apply for graduation. To help resolve this issue, the college will move in FY 08 to an automatic degree conferring procedure. 3.) Students may transfer to a 4-year university to complete their bachelor degree and may change their curriculum to a transfer oriented curriculum.

Cost data has been analyzed as a part of this program review. In FY 06, program operating expenses exceeded income by 42.3% in the AAS in Electronics & Electricians Technology program. The primary reason for this negative outcome is the impact of enrollments, budgetary issues and curriculum differences between the AAS in Electronics & Electricians Technology degree and the Industrial Electrician certificate. As an example, program operating income exceeded expenses by 53.9% in FY 06 for the Industrial Electrician certificate. A cost/revenue analysis of combined program operating income & expenses for AAS in Electronics & Electricians Technology degree and the Industrial Electricians certificate results in program operating income exceeding expenses by 10.5%. This information was taken into account at the time curriculum changes were made in FY 06 and in making the determination to combine budgets and data beginning in FY 08.

Proposed Plan of Action

1) Continue curriculum review through NSF grant work with advisory input, FY 2008.

   The full-time faculty member for EET is a co-author of an NSF grant which is designed to implement continuous quality improvement standards throughout the curriculum. The NSF grant was developed from IVCC's award winning project, MIMIC: Making Industry Meaningful in College. The focus of the NSF grant project is to enhance the engineering and design curriculum and the electronics/electricity program is a major part of the grant initiative.

2) Change reporting structure on AAS in Electronics & Electricians Technology and Industrial Electrician Certificate, FY 08

   An internal reporting change being made in FY 08 is to combine budget information for the AAS in Electronics & Electricians Technology degree and the Industrial Electricians certificate. This change is a result of curriculum review and revisions, and shared equipment and supplies.

3) Focused recruitment of traditional students and through business and industry, FY 2008.

   With a demonstration of local demand for these high skilled, high wage positions, the college will strengthen recruitment. IVCC has a plan to hire a full-time CTE recruiter position in 2008. This position should benefit all technical programs greatly. The recruiter will focus on developing markets in the areas of current business and graduating high school seniors.
4) Continue to pursue partnerships with colleges and universities for bachelor degree completion, through FY 2009.

An opportunity for technical programs to expand include working with more universities who are interested in accepting all or a majority of coursework in AAS technical degrees to apply to the completion of Bachelor degree programs. Having more universities recognize the AAS program and to offer bachelor degree completion in a variety of ways can possibly assist in the recruitment of traditional age students and those individuals who are looking for advancing career opportunities through continued education. Our Electrical program has a strong relationship with several universities, including SIU and ISU. It is important to recognize and maintain these relationships.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

In the near future and due to local demand, this program is relatively free from statewide issues. The exception is to state the importance of continued program funding for technological advancements. This is a program which has success due to funding such as Carl Perkins as the need for updated technology continues with time. Most coursework has a hands-on lab component which emulates industry standards. Equipment necessary to best prepare students for work includes Allen Bradley PLC's and electrical and electronic lab stations.

There is a need for Illinois community colleges to position themselves as a more valuable entity in the eyes of young adults and their parents. Promoting higher education and the community college system statewide as the most valuable resource will benefit all technical and career programs.

In addition, as a Community College system, we are in need of promoting to Illinois business and industry the relevance and appropriateness of Associate of Applied Science degrees to gain support for degree completion.

In order to know and report job placement rates accurately, colleges need access to the employment data which is collected by IDES.
Program Identification Information

| 6-digit CIP | 150411 |

| Degree Type | 03 – AAS in Manufacturing Technology |
|            | 20 – Certs 30ch > |
|            | 30 – Certs <30ch Computer Numerical Control Operator |

Action

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

Improvements & Rationale for Action

IVCC’s Manufacturing Technology AAS degree and Computer Numerical Control certificate lost its full-time tenured instructor to retirement in May 2006. In August 2006, we hired an individual for the full-time position who is well-qualified with a background in engineering technology and significant work experience in the manufacturing industry. We are pleased with the background of this instructor and are confident that his experience and skills will provide strength in recruitment and retention for this program.

Duplicated headcounts in the AAS in Manufacturing Technology degree have grown by 109% from FY 2003 to FY 2006. In FY 03, we had a duplicated head count in the Manufacturing Technology degree of 51 students and are at a duplicated headcount of 107 students for FY 06. Credit hour generation is 100% greater in FY 2006 with 356 credit hours. In the Computer Numerical Control certificate, our duplicated headcount has grown 150% from FY 03. Duplicated headcount for FY 03 was 10 students, while FY 2006 is at 25 students. Credit hour generation for the Computer Numerical Control certificate is up 150% from 2003 with 75 credit hours for FY 2006.

IVCC’s manufacturing program is needed to support our local labor market’s training and education needs. There are 1,915 jobs reported in the manufacturing industry for the year 2006 and a projected growth of 2% by 2010. In the machining field, we anticipate an expected growth in jobs of 4% through 2010 (676 positions), and a growth of 6% in the field of CNC (253 positions). Many of our students are employed in the field of manufacturing and are attending IVCC through education reimbursement benefits. It is common for our students to come directly from the workplace, and to bring workplace training issues into the classroom and to lab discussion and activities. Our focus in the coming year will be on quality improvement of curriculum and industry standards. With our new instructor on-board, we are well-positioned to make strides with industry partners.
For each of these programs, many students pursue training and education on a part-time basis and in the evenings. The program completion rate for each program is very low. IVCC's AAS in Manufacturing Technology completion rate is 1 student for the years 2002, 2003, 2005 and 2 students completed in 2006. In the Computer Numerical Control certificate program, the number of completers for 2004 and 2005 were 1 for each year, and two program completers in 2006. Two factors are believed to be the cause of the low completion rate for this degree: 1. Many enrolled students are employed and degree completion is not their primary career goal. 2. Students do not make the effort to apply for graduation. To help resolve this issue, the college will move in FY 087 to an automatic degree conferring procedure.

A cost/revenue analysis for the AAS in Manufacturing Technology shows program operating expenses exceeded income by 77.5% for our AAS degree and expenses exceeded income by 52% for the Computer Numerical Control certificate. Faculty salaries amount to 91.5% of program expenses in the AAS degree. An interesting consideration for this degree is that the majority of students are enrolled part-time and are working full-time in industry. A strategy to improve the program operating income would be to recruit traditional age, full-time students. Typically, this is a difficult recruitment market as many individuals who are inclined to enter the manufacturing field will go to work first to earn money and do not consider furthering their education. Observations of our student demographics within this program support the belief that many evening students are traditional age and enrolled using an employer tuition reimbursement program.

**Proposed Plan of Action**

1. Conduct full curriculum review with advisory committee participation, Fall 2007.

2. IVCC will implement an automatic graduation procedure, May 2008. Discuss with students the opportunities of reviewing coursework and setting goals for certificate and degree completion, FY 2008.

3. Conduct focused recruitment of traditional students and through business and industry, FY 2008.

With a demonstration of local demand for these high skilled, high wage positions, the college will strengthen recruitment. IVCC has a plan to hire a full-time CTE recruiter position in 2008. This position should benefit all technical programs greatly. The recruiter will focus on developing markets in the areas of current business and graduating high school seniors.

4. Continue to pursue partnerships with colleges and universities for bachelor degree completion, through FY 2009.

An opportunity for technical programs to expand include working with more universities who are interested in accepting all or a majority of coursework in AAS technical degrees to apply to the completion of Bachelor degree programs. Having more universities recognize the AAS program and to offer bachelor degree completion in a variety of ways can possibly assist in the recruitment of traditional age students and those individuals who are looking for advancing career opportunities through continued education.
Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: Employer Advisory Committee Participation
  Employer feedback from student internships

Statewide Program Issues (if applicable)

In the near future and due to local demand, this program is relatively free from statewide issues. The exception is to state the importance of continued program funding for technological advancements. This is a program which has success due to funding such as Carl Perkins as the need for updated technology continues with time.

There is a need for Illinois community colleges in general to position themselves as a more valuable entity in the eyes of young adults and their parents. Promoting higher education and the community college system statewide as the most valuable resource will benefit all technical and career programs.

In addition, as a Community College system, we are in need of promoting to Illinois business and industry the relevance and appropriateness of Associate of Applied Science degrees to gain support for degree completion.

In order to know and report job placement rates accurately, colleges need access to the employment data which is collected by IDES.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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

**Improvements & Rationale for Action**

This new degree was first offered to students beginning with the 2006-2007 academic year. The Illinois Department of Corrections requires employees to enroll in, and successfully complete, their own academy classes as a condition of employment. These employees may elect to have 17 or 18 hours of academy credit applied to this A.A.S. degree. Students complete the degree by enrolling in IVCC criminal justice courses.

To date one student has declared for the A.A.S. in Corrections/Parole Officer degree. Even with the low enrollment, the degree offering does not cost IVCC any additional expense as students are enrolling in courses already being offered to other criminal justice students.

Recruitment of additional students is a goal for the 2007-2008 academic year. The Program Coordinator and Division Dean will work with the newly hired Recruitment Coordinator to increase awareness of this degree to Department of Corrections employees.

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

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

**Statewide Program Issues (if applicable)** None at this time.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

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Action

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

Improvements & Rationale for Action

This is a new program offered at IVCC beginning in 2004. A full-time faculty member serves as the Program Coordinator.

The Forensic Specialist curriculum has been developed and approved to provide students with a certificate and A.A.S. degree option. The curriculum covers forensic aspects of crime scene analysis, trace evidence, and photography. Some students who receive their A.A.S. degree will go on to further their educations with four-year degrees.

IVCC has also designed and furnished a Forensics Specialist laboratory. This multipurpose room serves as both a lab and lecture room. Grant monies have secured the purchase of a variety of equipment including computers and software for fingerprinting and photo composites, compound and comparison microscopes, and a Krimesite Imager.

A review of ICCB unit costs reveals that the Forensic Specialist program is cost effective. An analysis of college data, however, indicate that expenditures exceed revenue by approximately 48% in FY2006. This is due primarily to low enrollment and faculty salaries. In FY 2006, 7 individuals earned a Forensic Specialist Associate in Applied Science degree.
Two initiatives will be implemented in the academic year to address the revenue shortfall.

1) Class offerings will be reduced to cut costs. Students will still be able to complete their certificate and degree options in a one and two year time frame.

2) Forensic Science careers are on the rise in the United States. This, unfortunately, is not the case within the IVCC district. Recruitment efforts will be redirected to attract students willing to relocate to where jobs exist. The Program Coordinator and Division Dean will work with the newly hired Recruitment Coordinator to develop and implement recruitment strategies.

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

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

**Statewide Program Issues (if applicable)**

None at this time.
Program Identification Information

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Improvements & Rationale for Action

The Criminal Justice program continues with a very strong faculty base. A full-time instructor also serves as the Program Coordinator. Adjunct instructors include the LaSalle County States Attorney, the LaSalle County Sheriff, an Illinois Appellate Court Attorney, and a recently added retired FBI agent.

The Criminal Justice program curriculum is continually evaluated and updated to reflect the most current trends in the criminal justice system. The Administration of Justice course has undergone content revisions to make it a more contemporary offering. The Criminal Justice curriculum remains formulated to allow for easy transfer of students pursuing a Bachelor of Science degree.

Additional internship opportunities have been added. Students have greater opportunities to receive credit for work experience in a job related to the criminal justice area.

A review of the ICCB unit costs reveals that the Criminal Justice program is cost effective. Enrollment remains strong and revenues for FY06 exceeded expenditures by 38.8%. In FY2006, sixteen associate degrees in Criminal Justice were awarded. This was the largest number in seven years.

Recruitment of new students remains a priority. The Program Coordinator and Division Dean will work with the newly hired Recruitment Coordinator beginning with the 07/08 academic year.
**Principle Assessment Methods Used in Quality Assurance for this Program**

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

**Statewide Program Issues (if applicable)**

Not at this time.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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<td>Degree Type</td>
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Action

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

Improvements & Rationale for Action

This new degree was first offered to students beginning with the 2006-2007 academic year. The Illinois Department of Corrections requires employees to enroll in, and successfully complete, their own academy classes as a condition of employment. These employees may elect to have 17 or 18 hours of academy credit applied to this A.A.S. degree. Students complete the degree by enrolling in IVCC criminal justice courses.

To date one student has declared for the A.A.S. in Corrections/Youth Supervisor degree. Even with the low enrollment, the degree offering does not cost IVCC any additional expense as students are enrolling in courses already being offered to other criminal justice students.

Recruitment of additional students is a goal for the 2007-2008 academic year. The Program Coordinator and Division Dean will work with the newly hired Recruitment Coordinator to increase awareness of this degree to Department of Corrections employees.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

None at this time.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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<table>
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<th>Degree Type</th>
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Action

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

Improvements & Rationale for Action

The IVCC AAS in Electrical Construction Technology approved in 1998, was the first joint agreement between a community college and a union local (JATC Local Union 176, NECA, and IBEW Local Union 176) to collaboratively develop and offer an Associate in Applied Science degree for electrician apprentices.

Students complete all technical courses, including on-the-job-training internships, while completing their five year electrician apprenticeship. Those courses are held at the JATC training site and are taught by trained electrical journeypersons. Students are required to attend IVCC to complete the general education components of the degree.

Enrollments have steadily risen during the almost nine years since this program first began. There are currently over 300 apprentices actively pursuing this degree. Economic conditions, which greatly impact the construction industry, can greatly impact the number of apprentices that can be actively pursuing coursework in any given semester.

IVCC had one student complete this AAS during FY 03. In FY 04 and FY 05 there were 15 completers. FY 06 saw completions of the AAS degree increase to 22. IVCC is working more closely with the JATC to help encourage their apprentice’s to complete the general education components to increase AAS completions.
Illinois Community College Board
2007 Program Review Report

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

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

**Statewide Program Issues (if applicable)**

With union sponsored apprenticeship programs, it would be very beneficial for the ICCB to help facilitate the approval of those standardized programs across the state. The time and effort necessary to create all of the curriculum related paperwork has often already been completed by another college who has already initiated the same standardized program. Sharing of curriculum and related approval paperwork would help the local community college to more easily address their local union’s needs if the standardized approval was shared across the state.

This process could be similar to what was undertaken when the Illinois Department of Corrections received statewide approval for specific vocational programs to be offered in state correctional facilities. Pre-approved curricula were shared by the IDOC with the contracted community colleges which greatly helped to facilitate the process.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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<th>6-digit CIP</th>
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| Degree Type | 03 – AAS
|             | 20 – Certs 30ch > Industrial Electrician
|             | 30 – Certs <30ch |

Action

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

Improvements & Rationale for Action

In FY 2006, the Industrial Electricians certificate and the AAS in Electronics & Electrician Technology curriculums were revised to create an integrated "career ladder" curriculum. A primary reason for this change is to improve the opportunity for students to complete the AAS upon completion of the certificate program. This change should also improve the number of students completing the AAS who are working full-time and who are pursuing advanced training and education.

IVCC's Industrial Electrician certificate is popular with individuals who wish to work in the electrical maintenance field and to those individuals who work in construction. Both of these career fields for IVCC's labor market are of consistent demand, and require advanced technical skills. The enrollment data from FY 2004 to 2006 has remained relatively stable, with FY 2006 having a duplicated head count of 205 individuals. In this same year, 609 credit hours were generated. The majority of Industrial Electrician students are attending part-time and we observe this program attracts those individuals who are gainfully employed and who are upgrading their workplace skills. The program is offered in the evenings and curriculum changes will provide new opportunities for individuals to pursue their Associate's degree. Through environmental scanning of classified ads and through employer contacts to the instructor, we see a strong, steady demand for employment. Surprisingly, trend data for this occupational classification shows negative growth through 2010 (-2.57%) for electrical construction and 4.9% growth in the field of electrical maintenance.

The Industrial Electrical certificate program enjoyed a spike in enrollments in 2003 (duplicated head count of 293) as the area experienced a surge of dislocated workers due to several major plant closures in 2002. Due to the nature of the certificate program, dislocated workers could enroll in the certificate and obtain work within a one-year time span. Credit hour enrollments ranged from 560 in 2004 to 609 in 2006. In 2003, there was a credit hour
enrollment of 882. In future reporting years, the budget and enrollments for AAS in Electronics & Electricians Technology and the Industrial Electrician certificate will be analyzed together.

Reported program completers for the Industrial Electrician certificate averaged 7.6 students per year over the past 5 year period, with 3 actual completers in 2006. Two factors are believed to be the cause of the low completion rate for this degree: 1. Many enrolled students are employed and degree completion is not their primary career goal. 2. Students do not make the effort to apply for graduation. To help resolve this issue, the college will move in FY 08 to an automatic degree conferring procedure.

Cost data has been analyzed as a part of this program review. In FY 06, program operating income exceeded expenses for the Industrial Electrician certificate by 53.9%. We have determined that more accurate reporting of this certificate and the AAS in Electronics & Electricians Technology can be done if the program enrollments are analyzed together and if the program budget is combined. Combined program operating income for AAS in Electronics & Electricians Technology and the Industrial Electrician certificate exceeded expenses by 10.5%. This information was taken into account at the time curriculum changes were made in FY 06 and in making the determination to combine budgets and data beginning in FY 08.

**Proposed Plan of Action**

1) Change reporting structure on AAS in Electronics & Electricians Technology and Industrial Electrician certificate, FY 08

   An internal reporting change being made in FY 08 is to combine budget information for the AAS in Electronics & Electricians Technology and the Industrial Electrician certificate. This change is a result of curriculum review and revisions, and shared equipment and supplies.

2) Focused recruitment of traditional students and through business and industry, FY 2008.

   With a demonstration of local demand for these high skilled, high wage positions, the college will strengthen recruitment. IVCC has a plan to hire a full-time CTE recruiter position in 2008. This position should benefit all technical programs greatly. The recruiter will focus on developing markets in the areas of current business and graduating high school seniors.

3) College will adopt procedure for automatic degree completion, May 2008
**Principle Assessment Methods Used in Quality Assurance for this Program**

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

**Statewide Program Issues (if applicable)**

In the near future and due to local demand, this program is relatively free from statewide issues. The exception is to state the importance of continued program funding for technological advancements. This is a program which has success due to funding such as Carl Perkins as the need for updated technology continues with time. Most coursework has a hands-on lab component which emulates industry standards. Equipment necessary to best prepare students for work includes Allen Bradley PLC’s, and electrical and electronic lab stations.

There is a need for Illinois community colleges in general to position themselves as a more valuable entity in the eyes of young adults and their parents. Promoting higher education and the community college system statewide as the most valuable resource will benefit all technical and career programs.

In addition, as a Community College system, we are in need of promoting to Illinois business and industry the relevance and appropriateness of Associate of Applied Science degrees to gain support for degree completion.

In order to know and report job placement rates accurately, colleges need access to the employment data which is collected by IDES.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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<td>30 – Certs</td>
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Action

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

Improvements & Rationale for Action

In fall 2006, Illinois Valley Community College began medical transcription courses with the possibility of achieving an Illinois Valley Community College Medical Transcription Certificate.

To date, we have 26 students enrolled in this program at various levels. This 25 credit hour certificate program consists of three online courses (14 credit hours) which Illinois Valley Community College partners with the Career Step Company in Utah. The remaining 11 credit hours are courses taken through Illinois Valley Community College and include English, Basic Keyboarding and Advanced Keyboarding.

Having just started this program in November 2006, no one has completed the certificate at this time and no statistical data has been completed.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

None, at this time.
SUMMARY REPORT OF REVIEW RESULTS
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2007

Program Identification Information

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<th>Degree Type</th>
<th>03 – AAS in Therapeutic Massage</th>
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<tr>
<td></td>
<td>20 – Certs 30ch &gt;Therapeutic Massage</td>
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<td></td>
<td>30 – Certs &lt;30ch Advanced Clinical Massage Therapy</td>
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Action

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

Improvements & Rationale for Action

Since our last review in 2003, the Therapeutic Massage (THM) Program at Illinois Valley Community College has begun to offer a day program. Student requests determined that a day program would better meet the needs and lifestyles of these students. The majority of interested students registered for daytime classes. Because of low enrollments we have temporarily discontinued the evening program, but would reconsider running evening classes if warranted by enrollment requests.

As a result of numerous requests for an Advanced Therapeutic Massage Program, the Associates in Applied Science Degree program was approved and implemented in the fall 2004. We presently have agreements from several four year universities to accept credit from Illinois Valley Community College Therapeutic Massage graduates for junior year placement in their Bachelor of Science programs. After offering the degree program for three years, student evaluations indicated that curriculum needed revising and an internship was needed. This was done without adding any additional credit hours and the revised curriculum will be offered in the 2007-2008 academic year.

Also due to student and graduate requests and suggestions, an Advanced Certificate program was established to meet the educational goals of those who wanted to advance their scope of practice without completing an AAS Degree.

Due to a change in requirements of the National Certifying Board for Therapeutic Massage, additional pathology content was added to the curriculum of the certificate program. Credit hours remained the same and pathology content was integrated into present curriculum.

The Illinois Valley Community College Therapeutic Massage Program continues to consist of one full time coordinator/instructor and several part time instructors. It continues to be a problem to find qualified THM instructors that are committed and have high professional...
standards. As of January 2005, all massage therapists in Illinois must have a license to practice. The State Licensing Rules set standards for faculty and curriculum requirements. Therapeutic Massage part time faculty now have the opportunity to participate in Illinois Valley Community College’s Adjunct Faculty Institute to learn teaching modalities, technology skills and student assessment techniques.

A program brochure has been developed along with various size posters to promote the THM program. We continue to do the bulk of the program recruitment/marketing by attending community sponsored events. Additional interagency agreements provide student experiences in health care and other areas which also promotes community exposure and enhances public awareness of massage.

A web site has been developed specifically for the massage program with numerous links that include a job posting link. (www.ivcc.edu/massage) The program coordinator continues to make frequent community presentations to promote massage and the massage program at Illinois Valley Community College.

In fiscal year 2003, the THM program moved into an area where classrooms and laboratory space was designated specifically for the massage program. Adequate storage space is available and all lab and clinic equipment remains set up at all times. The THM classroom environment has been set up to enhance teaching and learning with the addition of instructional technology equipment.

The Commission of Massage Therapy Accreditation (COMTA) remains the main accrediting body for massage therapy programs. A decision to accredit the massage program at Illinois Valley Community College has not been determined at this time due to time and financial restraints and administrative changes. We will continue to evaluate the possibility of COMTA accreditation.

<table>
<thead>
<tr>
<th>National Certification Board for Therapeutic Massage &amp; Bodywork School Report</th>
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<td>Illinois Valley Community College</td>
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The table above presents the first and most recent licensure results from the National Certification Board for Therapeutic Massage and Bodywork. This is one form of assessment that provides a comparison benchmark with other therapeutic massage programs.

Since January 2005, licensure is required to practice massage therapy in Illinois. Each graduate must pass the National Certifying Exam to be licensed. Once licensed a massage
therapist will be required to have 24 Continuing Education (CE) hours every two years for renewal.

The demands for massage therapists in the Illinois Valley Community College district have been positively increasing but at a slow rate. With the need for additional CE hours for renewal, we anticipate an enrollment increase in our AAS Degree Program and in our Advanced Certificate Program.

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

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

**Statewide Program Issues (if applicable)**

None at this time.
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES
REVIEWED IN ACADEMIC YEAR 2007

| Discipline Area | Written & Oral Communications -English |

Improvements & Rationale for Action
The English Department meets regularly throughout the academic year to determine the needs of the department and to review the current offerings. Since the last review, several changes have taken place and initiatives have begun.

IMPROVEMENTS SINCE THE LAST REVIEW:
* A developmental computer lab was opened so that all developmental English classes have one class period per week taught in a computer lab.
* A basic rubric was developed for assessing paragraphs and essays in developmental English.
* ENG 1001 and ENG 1002 blended course offerings were developed.
* A blended ENG 1205 course was developed.
* ENG 2000, a transferable technical and business writing course, was developed and offered online.
* The syllabus format was revised to include a listing of the general education goals addressed in specific courses. This is the first step in assessing these goals.
* A Writing Center was created using Title III funds.
* One full time English position was added with teaching responsibilities divided between the classroom and the Writing Center.
* A new text for ENG 1002 to be used by adjuncts was selected which emphasized the writing process and research writing.
* The writing curriculum was mapped.
* A dialogue was begun with college faculty on writing. ("Improving Student Writing Across Campus: A Beginning" on Faculty Development Day, Sp’07)

PROPOSED ACTION PLAN FOR FUTURE IMPROVEMENTS:
* FA07 A study of the mapping of the writing curriculum will analyze current learning outcomes.
* FA07 If necessary, learning outcomes will be revised so that writing courses follow a specific writing sequence.
* FA07 A survey will be conducted of the college faculty to determine the assistance faculty need in writing research paper assignments and in assessing the research paper.
* FA07 The developmental English faculty will be organized and meet bi-semester to establish greater continuity and to strengthen developmental English.
* SP08 A decision will be made on whether learning outcomes for ENG 1002, Composition II, need to be revised to include instruction on APA style of documentation.
* SP08 Faculty workshops will be created to assist non-English Department faculty in writing research paper assignments and in assessing the research paper.
* SP08 Duties of an English Department Coordinator will be finalized.
* FA08 An English Department Coordinator will be appointed.
* FA08 A blended developmental English course will be developed.
* FA08 English Department goals, based on the writing curriculum learning outcomes, will be written.
* SP09 An assessment for assessing the English Department goals will be developed.
* FA09 A pilot for assessing English Department goals will be conducted.

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

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

**Statewide Program Issues (if applicable)**

The IAI panel will review Composition I and Composition II. IVCC anticipates having to consider changes in Composition II, ENG 1002, based on the review.
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2007

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Written and Oral Communications - Journalism</th>
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Improvements & Rationale for Action
Since the last review, international modules have been added to the journalism curriculum. The international modules reflect the focus of the college's general education goals and media convergence that has occurred on an international level. Through the international modules, the students gain more exposure to the global nature of mass media. Economically, most media companies are now worldwide conglomerates and digital media has expanded the access to a number of news sources.

This worldwide access and information sharing impacts our global culture. For example, during the film section of the introductory class, JRN 1001 Mass Communications, a segment has been added on India's film industry and Bollywood. A Jacobs Library acquisition, the Global Newsbank, now allows students to do more comparison of U.S. and international media.

In addition to the international modules, improvements have been made in other areas of the journalism program. A reflection and self-assessment writing have been added to the second course in the journalism sequence JRN 1002 News Writing. These pieces come in the final portfolio submission and allow students to consider and comment on their writing growth during the semester.

The final component of the journalism program that has been improved is the update of software in the student newspaper office. The layout software has been upgraded to Quark 6.0. This change was needed to keep students up-to-date with technological improvements in the field. The student newspaper continues to receive high marks (first or second places) in statewide and national contests.

Although credit hours generated in journalism have declined somewhat, the courses in this discipline are fundamental to those students interested in journalism and the students in these courses are also responsible for the main contributions to the college newspaper, the IV Leader.

CREDIT HOURS GENERATED
120       177       135       129
The Unit Cost for the program is lower than the state average.

UNIT COST DATA:

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The college's recently organized Assessment Team, of which the journalism faculty is a member, will be working with faculty to formalize guidelines for assessment of learning objectives at the course and program level. Courses in journalism have clear learning objectives that apply to the courses and Illinois Valley Community College's General Education objectives; however, the learning objectives may need to be stated in measurable terms and data needs to be generated. The results of the data obtained will be used to inform decisions in curriculum and program development.

Under present consideration is the possibility of adding an additional course that will articulate to transfer institutions in their journalism program. This improvement should take place by Fall 2009. In addition, the faculty will work with other instructors in ICCJA to determine if additional courses should be added to the course guide sheet or if courses reflecting new media technologies should be added to the course package.

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

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

**Statewide Program Issues (if applicable)**

A College Campus Press Freedom bill is presently awaiting signature by the governor. Additional information about college press freedom will be added to the media law section of the journalism class but the law will not change the current operation of the campus newspaper which operates as a public forum without interference from college administration.
SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES
REVIEWED IN ACADEMIC YEAR 2007

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Written and Oral Communications - Speech</th>
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**Improvements & Rationale for Action**

The college's recently organized Assessment Team will be working with the program's faculty to formalize guidelines for assessment of learning objectives at the course and program level; at this point each instructor determines the instrument used for assessment at the course level.

A present goal is to establish a standard assessment instrument to be used in all of the same level courses within the Speech program. At this point there is a program student survey designed to measure students' advancement in the mastery of the program and general education learning objectives through course imbedded content addressing those learning objectives. There are plans to implement this survey in all program courses. The results of the data obtained from the survey mentioned above will be used to inform decisions in curriculum and program development. The data will also be considered to develop measures to improve program retention.

In addition, over the course of the next two years, a blended SPH 1001 course will be developed to accommodate the learning needs and scheduling challenges of IVCC students. By offering a blended course, we will further expand the learning options of Speech students.

Program enrollment has increased slightly as per the credit hours generated:

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Speech</td>
<td>2136</td>
<td>2103</td>
<td>2448</td>
<td>2241</td>
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The Unit Cost for the two main program CIP codes is slightly lower than the state average:

<table>
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<td>164.88</td>
<td>159.94</td>
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<tr>
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<tr>
<td>State</td>
<td>161.30</td>
<td>185.88</td>
<td>196.68</td>
<td>211.99</td>
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</table>

(data for courses with the above CIP & PCS code only)
Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

A proposal for a one hundred percent on line speech course was rejected by the IAI General Education Communication Panel, at the state level. This item will be under consideration, again, next year.
SUMMARY REPORT OF REVIEW RESULTS –
CROSS-DISCIPLINARY PROGRAMS REVIEWED IN
Academic YEAR 2007

<table>
<thead>
<tr>
<th>Cross-Disciplinary Program</th>
<th>General Education</th>
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</thead>
</table>

General education requirements for the AA and AS degrees are consistent with the GECC requirements for IAI. Students are able to transfer easily as long as they follow the GECC requirements. IVCC transfer students perform very well at the state universities, outperforming community college transfers from other community colleges and generally outperforming native students.

Enrollments in general education courses have increased 43 percent in the fall semesters and 31 percent in the spring semesters since the 2001-02 academic year. Steady increases have occurred in the natural and social sciences, as well as in the humanities, mathematics and English. Some fluctuations have occurred as a result of staffing issues. Enrollments in literature and political science have declined somewhat. In addition, enrollments in Strategies for College, our two credit hour orientation course, have declined significantly.

Assessment of General Education occurs primarily at the classroom level. The general education goals that are addressed are identified for each general education course, and assessments are embedded in the course assessments. We have not yet collected the results from faculty, which would enable us to determine the degree to which our students are meeting our general education goals. In the spring of 2004, we instituted a sophomore capstone course for the purpose of assessing general education; this was also offered in spring 2005. However, there wasn’t sufficient student interest to gather significant data from student performance in the course.

Integration of general education courses and disciplines occurs in several ways—through learning communities, courses team taught by faculty from different disciplines, and the common integration of international and other issues into the curriculum through modules developed and taught by faculty.

**Improvements or Rationale for Action**

During the 2007-08 academic year, the Assessment Committee will be undertaking a review of our general education goals. One of their intents is to state the revised goals in measurable terms, and then to determine how the achievement of those goals will be assessed, evaluated, and used for improvement.
Principle Assessment Methods Used in Quality Assurance for this Discipline-Area

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

Statewide Program Issues (if applicable)

The only statewide issues of concern at this point are (1) the need to review the requirements for the AS degree to ease the transfer of students in the physical and biological sciences, and (2) continuing articulation issues with state universities. For accountability purposes, it would be helpful if all Illinois public universities provided a uniform set of data regarding transfer students to the community colleges from which those students transfer. Also, IVCC is participating in the National Community College Benchmarking Project (NCCBP) for the first time this year. ICCB currently tracks the completion of part-time, first-time students (Form ID GRS-2), but does not track those part-time, first-time students who transferred but did not complete a degree, which is also a data element needed for the NCCBP.
Major Findings and Improvements/Modifications
Over the past year, the Admissions, Records, and Registration Office has been involved in several evaluation processes to continually improve our processes. At the division level, we participated in the CAS assessment process for each department. The Council for the Advancement of Standards (CAS) provided the structure for a self-assessment process that looked at the areas of mission, program, leadership, organization and management, human resources, financial resources, facilities/technology/equipment, legal responsibilities, equity and access, campus/external relationships, diversity, ethics, and assessment/evaluation. This process involved a team of 2-3 staff from the office, an outside college representative, and a student. Each participant conducted ratings, the results were compiled and presented to the entire staff. From there, we prioritized issues to work on for the upcoming year. This process was completed for the Admission Office and a separate process was completed for the Registration and Records Office. These improvements will be implemented over this upcoming year.

In the Admissions area, the area that came out of the assessment that will be able to be addressed this year will involve developing and updating written policies and procedures, as well as a regular plan for assessment and using that for further planning. This assessment piece has been missing and will be a valuable asset for our office and for our strategic planning. In the Records and Registration area, the CAS assessment indicated concerns with staffing and budget. This will potentially be exacerbated by the proposed budgetary changes, which will be a critical point in the reorganization of the office. There is an immediate need for re-structuring the job descriptions and responsibilities in this office, most notably graduation processing, with the resignation of one of our Enrollment Services Assistants. In addition, the need for updated written procedures and assessment also emerged and will be addressed this year. Finally, the need for a more formal process for student workers was noted and will be incorporated. This may take the form of a personal orientation, written procedures and possibly an online orientation/brush up to be used at regular intervals. This will need information on FERPA, prioritizing tasks in the office, expectations for workers, etc.

During this current year, we have continued to update our internal processes and have improved our diploma printing process, our security with regards to releasing schedules and report cards, staffing needs, graduation processing, and our customer service skills. We have used student feedback forms, student satisfaction surveys, internal brainstorming and the Noel Levitz institutional survey to help us determine which areas to address. Over the past year we have been improving our diploma printing process that we have recently implemented, which allows us to print diplomas for our graduates. This has greatly increased our turnaround time for diplomas, as well as the ability to correct mistakes in a very timely manner. We have improved security procedures by requiring a photo ID for the release of
educational records, a change that has been accepted very favorably by students. In addition, we have removed transcript and graduation fees for students effective July 1, 2007 and have found a more efficient and student friendly way to cover the costs of these services.

**Statewide Programmatic Issues (if applicable)**

One issue that ICCAROO (the Illinois Community College Admissions and Records Officers Organization) has brought to the ICCB is regarding the constitution requirement. A letter was submitted in October to Karen Hunter-Anderson regarding this issue and it is one that we have requested that the ICCB consider. Below is a summary of the issue and the action that this state-wide organization has requested. This is something that impacts us at IVCC, as well as other community colleges and we are asking for some assistance in addressing this situation.

ICCAROO is respectfully requesting a review of the current constitution requirement for completion of a degree from an Illinois community college. Over the years, the community colleges of Illinois have carried the responsibility of validating the constitution requirement based on the Administrative Rules of the Illinois Community College Board Section 1501.303 Program Requirements, Article (k). To the best of our research this requirement seems to have derived from Illinois (K-12) School Code 105 ILCS 5/27-3.

Several years ago, the state’s 4 year colleges and universities abandoned the requirement, except for education majors, after viewing that it did not apply to them.

Given the ever increasing diversity of our student population, this requirement has become burdensome and impractical. We have students who seem to have met the specifics of this requirement through high school graduation in other states however we can not use the high school diploma as evidence since it is not from the state of Illinois. Immigration has brought us people who have successfully completed a similar test during the citizenship process, but again, not an acceptable validation of the article requirements. Foreign students who will not stay in the United States are required to take a test on subject matter which may not be relevant to their degree. Technological advances and increased demands for online educational offerings have afforded us an opportunity to expand our institutional boundaries to others outside the state of Illinois. However this requirement, as it currently stands, may adversely affect these opportunities for Illinois community colleges.

We ask the administration of the Illinois Community College Board to seriously consider removing the constitution requirement from the ICCB Administrative rules.

(portions from the letter submitted October 25, 2006 to the ICCB by Tracy Morris, President of ICCAROO and Director of Admissions and Records at Illinois Valley Community College.)
SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2007 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

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Program Type

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Cross-Disciplinary

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Truck Driver Training Certificate</th>
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Action

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

Improvements & Rationale for Action

In FY 2006, IVCC was approached by two corporate partners to develop and implement a Twin Trailer Truck Driver Training Course. TDT-1203, Advanced Twin Trailer Operation, a 7 credit hour course was added to the curriculum. This course is advanced beyond the primary CDL course and prepares individuals to drive double trailers. In spring 2006, the first term the course was offered, 6 students enrolled in TDT-1203 with a 100% pass rate. In FY07, twenty-seven students enrolled in TDT-1203 with a pass rate of 92.6% (25/27).

Principle Assessment Methods Used in Quality Assurance for this Program

- Standardized assessments
- Certification and licensure examination results
- Writing samples
- Portfolio evaluation
- Course embedded questions
- Student surveys
- Analysis of enrollment, demographic and cost data
- Other, please specify: Employer feedback
SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FY 2007 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Program Identification Information

| 6-digit CIP | 480506 |

<table>
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</thead>
<tbody>
<tr>
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<td>CTE</td>
</tr>
<tr>
<td>Cross-Disciplinary</td>
<td></td>
</tr>
</tbody>
</table>

| Program Title | Welding Technology Certificate |

Action

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

Improvements & Rationale for Action

1) Hiring of full-time instructor.

A full-time welding instructor and manufacturing technology program coordinator was hired in March of 2006. Utilizing a full-time instructor, IVCC is able to offer classes both in day and evening formats and has developed and partnered with the manufacturing advisory committee to assure skill building based on workplace requirements and American Welding Society (AWS) standards. The need for welding skills was supported by the Workforce Investment Board’s critical skills shortage initiative.

2) Developing the IVCC high tech welding lab into an AWS certified testing facility.

Local employers are interested in having students trained to meet AWS standards. The full-time instructor is an AWS certified instructor and is in the process of having our lab certified as an AWS training and testing center.

3) Significant enrollment increases since addition of lab on campus.

IVCC constructed a state-of-the-art welding laboratory in September 2004. This laboratory supports 15 to 20 students per class with instruction focused in SMAW, GTAW and GMAW processes. The results are to have a welding laboratory which can support our local manufacturing industry. Occupational employment projections for IVCC’s district in the fields requiring welding skills predict 349 jobs by the year 2014. IVCC was in need of a welding lab to support the training and education needs of small to medium sized manufacturing firms and the construction industry. Fiscal year credit hours have increased from 130 in FY2003 to 284 in FY2006 (using 10th day data), a
118% increase. A cost/revenue analysis for FY06 indicates income exceeds expenses by 10.5%.

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

- [x] Standardized assessments
- [ ] Certification and licensure examination results
- [ ] Writing samples
- [ ] Portfolio evaluation
- [ ] Course embedded questions
- [ ] Student surveys
- [x] Analysis of enrollment, demographic and cost data
- [x] Other, please specify: Comparison against AWS testing standards
### FIVE-YEAR SCHEDULE OF PROGRAM REVIEWS

**FY 2008**

**CTE PROGRAMS**
1. Computer Aided Engineering and Design (A.A.S. & Certificates [2])
2. Dental Assisting (Certificate)
3. Business Administration (AAS)
5. Clerical (Certificate)
6. Warehousing and Distribution

**ACADEMIC DISCIPLINE**
7. Mathematics

**CROSS-DISCIPLINARY CURRICULA**
8. Adult Education and ESL

**STUDENT & ACADEMIC SERVICES**
9. Library/Learning Resources

**FY 2009**

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

**ACADEMIC DISCIPLINE**
8. Physical & Life Sciences

**CROSS-DISCIPLINARY CURRICULA**
9. Remedial/Developmental

**STUDENT & ACADEMIC SERVICES**
10. Tutoring/Study Skills/Learning Support
FY 2010

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

ACADEMIC DISCIPLINE
6. Humanities and Fine Arts

CROSS-DISCIPLINARY CURRICULA
7. Vocational Skills

STUDENT & ACADEMIC SERVICES
8. Advising & Counseling

FY 2011

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

ACADEMIC DISCIPLINE
9. Social & Behavioral Sciences

CROSS-DISCIPLINARY CURRICULA

STUDENT & ACADEMIC SERVICES
11. Financial Aid
FY 2012

CTE PROGRAMS

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

ACADEMIC DISCIPLINE

15. Oral & Written Communication

CROSS-DISCIPLINARY CURRICULA

16. General Education (all transferable)

STUDENT & ACADEMIC SERVICES

17. Admissions, Records & Registration