

Fiscal Year 2013

# **COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

Submitted to the  
**Illinois Community College Board**

Summer 2013



**Illinois Valley Community College**

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## 2013 Career and Technical Education Programs Reviewed

### Computer Aided Engineering and Design

**CIP Code:** 15.1302  
**Career Cluster:** Architecture and Construction  
**Career Pathway:** Design/Pre-Construction  
**Program of Study:** CAD/CADD Drafting and/or Design Technology/Technician

**Program Title:** Computer Aided Engineering and Design  
**Degree Type:** 03- Associate in Applied Science

**Program Title:** Mechanical/Electrical CAD Certificate  
**Degree Type:** 30 - Certificate

#### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	260	298	402	320	341
Registered Credit Hours	793	912	1222	982	1060

#### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
AAS Computer Aided Engineering & Design	5	3	10	7	4
CERT Mechanical/Electrical CAD	5	3	1	2	10
Total	10	6	11	9	14

#### 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 Computer Aided Engineering and Design program at IVCC is a program that has had a major role in the development of the local labor force in the area of designers, drafters, and engineering technicians, and also contains curriculum that is essential to other program disciplines on campus. HVAC, Manufacturing, Welding, Electronics, and Computer Numerical Control contain curriculum from the CAD program. Engineering drawings are essential in all disciplines of engineering,

manufacturing, and all engineering technology fields. Knowledge of computer aided design programs along with drafting theory enhances employability of students in all the above mentioned disciplines, especially electronics.

The Computer Aided Engineering and Design program at IVCC is a state- of-the-art program. Computer equipment was updated in 2012 to meet the requirements of the latest CAD and Solid Modeling software. It has been a policy of our institution that the latest educational versions of AutoCAD, Inventor, and SolidWorks are used in our curriculum. Also, additional equipment used in engineering firms such as 3D scanners and Rapid Prototyping machines were purchased by grant funds provided by previous National Science Foundation grants. All these factors work together to provide an up-to-date classroom experience for students of the CAD program and also the programs that benefit from shared curricula.

Our program has also been able to partner with SolidWorks to provide Solidworks Certification Associate exams to students participating in CAD 2201, Computer Aided Design II. This exam allows students to test their skills in a professional certification exam. Students receiving a 70% or better score are awarded certificates that increase their value to potential employers. Plans are being made to procure similar certification exams for AutoCAD and Inventor software by AutoDesk.

Although equipment and software make our program costly, students are given outstanding experience and instruction. Student fees have been adjusted accordingly to offset cost of software, equipment, and supplies to deliver the excellent curriculum offered by IVCC. Although the costs may seem expensive, they are appropriate to produce the professional potential employees needed by local employers. Students exiting the program with certificates and degrees will procure jobs with titles of CAD draftsmen, designers and technologists.

In 2012, the Advisory Committee agreed that board drafting was still a necessary part of our curriculum. A suggestion was made that more project-based approaches would enhance students' skills by teaching problem solving and teamwork. This approach was relayed to all full and part-time instructors, and efforts were made by all to implement this idea. Most of our projects are based on a 19 year old program, MIMIC (Making Industry Meaningful In College) where students are teamed with other disciplines (electronics, marketing and manufacturing) to design, manufacture, market and sell their products at a fair in April.

The Computer Aided Engineering and Design program builds on core engineering technology curricula, computer aided design and drafting, manufacturing, electronics, architecture and civil engineering. Certificates are available in civil/architectural emphasis and mechanical/electrical emphasis. The AAS degree includes appropriate general education classes to round out the professional development of students. The degree articulates to Southern Illinois University, Illinois State University, Northern Illinois University and Bradley University.

The program consists of one full time faculty member; Dorene Perez spent five years in industry before joining the faculty of IVCC. She has been instructing in the program for 26 years and has

spent most of those years as the Program Coordinator. She has also been a Principal Investigator of two National Science Foundation grants that enhanced the curriculum and recruitment into engineering technology fields. All of the part-time instructors in this program are employed in industry, bringing real world experience to the program.

During the past several years, because of National Science Foundation funding, several opportunities were provided for professional development for the full time faculty member to participate in national conferences, where she not only presented but was able to attend very informative breakout sessions with emphasis on recruitment into engineering technology. Also as a result of grant funding, recruitment material was developed including pamphlets, posters and flyers to be distributed throughout the 22 school districts serviced by IVCC.

Recruitment efforts include instructors speaking at local high schools, career days, and presenting special sessions to middle school, high school, and special groups (example Girls Scouts). Most of these sessions were funded by NSF grants. Most of these programs are able to be used on a continuous no-cost or low-cost basis. For example, the *Edible Car Contest*, a fun recruitment activity where students design cars from only edible components to emphasize STEM and its relevance to engineering technology, has continued to be a low-cost way of exposing students to programs at IVCC.

#### **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)**

Illinois Valley Community College services 22 school districts, but its make-up is rural-based. This remains a challenge in enrollment numbers, but levels seem to be steady and increasing slightly in some years. Also, career positions in the CAD field for both certificate and associate degree-qualified employees are needed in the district workforce. Other disciplines in engineering and manufacturing are requiring the type of skills needed in curricula in the graphics area. There are certainly many industries in our school district that require such skills for our students in the local area. Due to the centralized location of IVCC (within 60 to 90 miles of Bloomington, Peoria, Rockford, Joliet and Chicago suburbs), students are able to secure employment in locations with doable commutes. These larger, less rural areas have many companies that require CAD draftsman/designer positions.

We are working hard to recruit students into this very professional and lucrative type of career. The addition of our new Peter Miller Community Technology Center, where our program will be located, will certainly help attract students into our state-of-the-art program.

## Computer Aided Engineering and Design

**CIP Code:** 15.1303  
**Career Cluster:** Architecture and Construction  
**Career Pathway:** Design/Pre-Construction  
**Program of Study:** Architectural Drafting and Architectural CAD/CADD

**Program Title:** Architectural/Civil CAD Certificate  
**Degree Type:** 30 - Certificate

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	132	177	241	191	219
Registered Credit Hours	396	531	723	573	657

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
CERT Architectural/Civil CAD	6	1	1	3	8

### Action

- ☐ Continued with Minor Improvements  
☒ Significantly modified  
☐ Discontinued/Eliminated  
☐ Placed on inactive status  
☐ Scheduled for further review  
☐ Other, please specify:

### Improvements & Rationale for Action

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engineering firms such as 3D scanners and Rapid Prototyping machines were purchased by grant funds provided by previous National Science Foundation grants. All these factors work together to provide an up-to-date classroom experience for students of the CAD program and also the programs that benefit from shared curricula.

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During the past several years, because of the National Science Foundation funding, several opportunities were provided for professional development for the full time faculty member by participation in national conferences, where she not only presented but was able to attend very

informative breakout sessions with emphasis on recruitment into engineering technology. Also as a result of grant funding, recruitment material was developed including pamphlets, posters and flyers to be distributed throughout the 22 school districts serviced by IVCC.

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### **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)**

Illinois Valley Community College services 22 school districts, but its make-up is rural-based. This remains a challenge in enrollment numbers, but levels seem to be steady and increasing slightly in some years. Also, career positions in the CAD field for both certificate and associate degree-qualified employees are needed in the district workforce. Other disciplines in engineering and manufacturing are requiring the type of skills needed in curricula in the graphics area. There are certainly many industries in our school district that require such skills for our students in the local area. Due to the centralized location of IVCC (within 60 to 90 miles of Bloomington, Peoria, Rockford, Joliet and Chicago suburbs), students are able to secure employment in locations with doable commutes. These larger, less rural areas have many companies that require CAD draftsman/designer positions.

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## Dental Assisting

**CIP Code:** 51.0601  
**Career Cluster:** Health Science  
**Career Pathway:** Therapeutic Services  
**Program of Study:** Dental Assisting/Assistant

**Program Title:** Dental Assisting  
**Degree Type:** 20 - Certificate

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	86	88	116	116	120
Registered Credit Hours	253	252	320.5	329.5	331.5

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
CERT Dental Assisting	7	6	5	7	7

### 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 Dental Assisting Program has functioned with part-time program coordinators for a number of years. Though a full-time coordinator offers additional stability, the College has benefitted from the expertise and thoughtful approaches of varied coordinators over the life of the program. Since the last program review, the Dental Assisting Program Coordinator has worked with her Advisory Committee and implemented curricular changes in an effort to reduce attrition and improve program outcomes.

Course feedback evaluations yielded information from students that more lab time was needed for application of concepts learned in class. The Program Coordinator, therefore, scheduled additional open lab hours for students to build and practice skills. These changes positively impacted student satisfaction (and performance) in the latter half of the program. However, relatively high levels of student attrition early in coursework suggested that it may be important to review program

admission requirements, and offer greater information in advance of courses about the Dental Assisting career. The program Advisory Committee was supportive of greater research in this area.

In addition to course feedback, the program participates in the administration of graduate follow-up surveys, but laments poor response rates. The Program Coordinator will continue to build strong relationships with current and future students, and inform them of the purpose and importance of the survey in maintaining or improving the quality of the program. Recruiting additional dentists and dental hygienists to the Advisory Committee is also a way to improve the program by soliciting regular feedback and expertise from these critical stakeholders.

Students are not required to sit for the national licensing exam; however, they are encouraged to do so. Students have the ability to authorize a copy of their licensing exam scores to the program they completed. To date many students have been willing to share their scores, however, this is not yet a systematic process with regularly reported results or national comparators. The Program Coordinator will continue to pursue this option if it becomes available, as these summative assessments help with program evaluation and improvement. By sharing the scores the Program Coordinator can see where students excelled and where they lacked. This will help the instructors evolve with board preparation. As students understand the benefits of taking the Dental Assisting National Board and feel adequately prepared for the exam, the program will receive an increasing number of student results.

To encourage student participation in the national licensing exam, the Program Coordinator is currently setting up a board review that the students can do on their own time. She is also implementing some in-class resources and practice tests for the DLA 2202 Clinical Practice. Ideally, the Program Coordinator will soon have a complete course for Dental Assisting National Board preparation.

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

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

#### **Statewide Program Issues (if applicable)**

Not Applicable

## Paramedic/EMS - Draft

**CIP Code:** 51.0904  
**Career Cluster:** Health Science  
**Career Pathway:** Diagnostic Services  
**Program of Study:** Emergency Medical Technology/Technician (EMT Paramedic)

**Program Title:** Paramedic  
**Degree Type:** 30 – Certificate

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	59	80	188	218	158
Registered Credit Hours	276	390	873	979	760

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
CERT Paramedic	0	1	1	0	2

### 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 EMS program consists of three separate courses/certificates: EMR (First Responder), EMT-B (EMT-Basic) and Paramedic. The program has experienced significant change since the previous program review, specifically concerning personnel, curriculum, and program outcomes, including student recruitment/retention.

**Personnel.** A full-time EMS Program Coordinator was hired in 2008 to spearhead program growth and to continuously improve program quality. Unfortunately, the Program Coordinator hired in 2008, and a subsequent full-time Program Coordinator hired in 2010 did not sustain leadership of the program. Due to these tumultuous changes, program outcomes languished. Effective in 2011, however, two part-time Program Coordinators (EMR-First Responder/ EMT-Basic and Paramedic) collaborated to lead and sustain the EMS / Paramedic program.

**Curriculum.** Responding to student course feedback, the program coordinators revised the January-start program, and initiated an August start, with a sequence of courses that first introduced concepts, then provided opportunities for content-building and greater opportunities for experiential learning through simulation. The coordinators noted that since this is a rural area, students had less opportunities to experience the clinical urban setting due to many critically ill patients being transferred to larger tertiary care centers. By increasing the use of simulation, students gained greater experience and familiarity with experiences that may not be typically encountered in our local area. The coordinators approached the overall program as a successive career ladder, but also championed students' completion of the individual components, e.g., EMR-First Responder, as a commitment to the rural community through volunteerism. Building upon these positive changes, an A.A. S. degree for Paramedic is due to be reviewed by the IVCC Curriculum Committee in Fall 2013.

**Program Outcomes.** As noted on the previous page, few IVCC Paramedic Certificates have been earned. There has been no incentive for students to apply for the IVCC certificate; the state exam may be taken once the requisite course(s) are taken—no IVCC certificate is required. The College is reviewing this situation and exploring the possibility of auto-awarding certificates based upon program completion. Separately, the Division of Health Professions tracked student s who completed the program:

Year	2010	2011	2013
Total number of EMS students	14	7	13
Total number of EMS students who passed state license exam(s)	8	7	13

**Student Recruitment/Retention.** Beginning this school year the LaSalle-Peru Area Career Center, which serves area high schools at its location within LaSalle-Peru High School, will offer a Public Safety curriculum that features a Spring 2014, dual credit EMR-First Responder course. Enrolled high school seniors will earn the EMR credit, which will correspond to completing the same course here at IVCC. The ACC Program Coordinator will encourage students to subsequently enroll at IVCC in the EMT-Basic, and ultimately earn their Paramedic Certificate (or A.A.S. degree). There are currently 20 high school students enrolled in the new Public Safety curriculum for the 2013-14 academic year. Improved curricula, with the ladder program approach, are expected to positively impact student retention in the program.

**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:** Certification requirements are changing in the State of Illinois for paramedic training only. Beginning Spring 2014, paramedic students must graduate from an accredited program in order to be able to reciprocate their certification to another state. Graduates from non-accredited programs will only be able to continue to work in Illinois once a state exam is passed after successful completion of the program. At the present time this does not affect the EMR or EMT-B programs. IVCC is currently exploring the possibility of becoming an accredited paramedic program.

## Business Administration

**CIP Code:** 52.0201  
**Career Cluster:** Business, Management, and Administration  
**Career Pathway:** Management Pathway  
**Program of Study:** Business Administration and Management, General

**Program Title:** Business Administration  
**Degree Type:** 03 –Associate in Applied Science

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	572	530	584	557	502
Registered Credit Hours	1646	1552	1690	1627	1476

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
AAS Business Administration	4	7	7	8	13

### 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 the last review, the A.A.S. in Business Administration program has continued to update and improve the program on an annual basis. The program continues to implement and improve the Business Simulation game in the Capstone class which enables students to run a global business in the real-world environment. The faculty meet annually with an Advisory Committee to help determine employer needs and potential changes in the program. The curriculum has been updated to incorporate the opportunity for students to take courses online. Online offerings now include *Introduction to Business*, *Principles of Marketing*, and *Math for Business and Finance*. In addition, a key course in the business curriculum is our award winning MIMIC class (Making Industry Meaningful in College). This course requires students to setup and run their own on-campus businesses from product selection, to design, cost analysis, production, marketing, and sales. The program is guided by knowledgeable and enthusiastic faculty. Faculty are also working

on a Bookkeeping Certificate that students may take, as well, or use some of the classes as electives for the Business Administration degree.

IVCC has a partnership with Franklin University for A.A.S. Business Administration students to continue their education with Franklin. Franklin accepts all classes from the A.A.S. program which leads to a B.S. in Business Administration. In September 2007, an articulation agreement with Ashford University was approved, leading to an online Bachelor of Arts degree in business administration and four other programs. Options for the student with an A.A.S. degree to earn a bachelors degree have increased greatly in the last ten years. Eastern Illinois University, Illinois State University, Southern Illinois University at Carbondale, Western Illinois University, and the University of Illinois at Springfield all offer flexible options for the student who possesses an A.A.S. degree. Students should always work closely with a counselor when planning to transfer.

**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

## Business Technology

**CIP Code:** 52.0407  
**Career Cluster:** Business, Management, and Administration  
**Career Pathway:** Administrative and Information Support  
**Program of Study:** Business/Office Automation/Technology/Data Entry

**Program Title:** Business Technology  
**Degree Type:** 03 – Associate in Applied Science

**Program Title:** Business Technology II  
**Degree Type:** 20 – Certificate

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	543	771	769	739	678
Registered Credit Hours	1420	1889	1861	1807	1706

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
AAS Office Technology	1	2	-	-	-
AAS Business Technology	-	-	-	4	5
CERT Office Systems Management	4	1	1	-	-
CERT Business Technology II	-	-	-	3	6
Total	5	3	1	7	11

### 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 order to conduct the program review process, IVCC reviews the number of individuals who complete the Associate of Applied Science degree or a certificate in the program area; the enrollment capacity of the program; the actual enrollments in individual courses, and the program enrollment. Also studied is a cost-analysis of program income and expenses.

Program review is a collaboration between the instructors, administrators, and members of the Advisory Committee. Needs are identified by the Advisory Committee and reviewed by the faculty and administrators. Also, any thoughts and processes identified by faculty are brought before the Advisory Committee for discussion and possible implementation; changes can be additions, deletions, or modifications. Advisory Committee members are asked periodically to share hiring data with the IVCC faculty at their annual meeting. This would include wage ranges, position descriptions, emphasized and de-emphasized skills. This information is then shared with the faculty, counselors, and students in the program. As information and data are organized in the annual program review, appropriate long-term topics are discussed and acted on when deemed necessary to enhance the overall program.

The following Advisory Committee recommendations were implemented: offered introductory, intermediate, and advanced courses in all three Microsoft Professional courses in place of four comprehensive courses; included email and information management software; introduced Adobe Acrobat into curriculum; rearranged courses on guide sheets to fit fall or spring offerings; added courses in summer semester to allow for lower student course load in fall and spring semesters; and increased elective courses to include QuickBooks Pro, and Ethics. To further improve the understanding of the degree with the general population, we changed the name of the certificates and degree to *Business Technology*.

Courses within the program need to be reviewed and updated on a regular basis as the role of the administrative professional continues to evolve and be defined within our regional area. Beginning in the Spring Semester 2013, the curriculum for Basic Keyboarding was modified and the course title was changed to Computer Keyboarding Applications. The curriculum now includes strengthening basic file management and computer concept skills. The inclusion of Microsoft Outlook training and Adobe software training in the program is expanding the students' awareness of the tools routinely used in business. This training will provide future employers with skilled employees for maximum work completion streamlined through technology. Project Management software needs to be considered for future inclusion in the program.

The dual credit coordinator, dean, and co-program coordinators continue to work with area high schools and the area career center to articulate introductory courses. Articulation agreements are maintained with three high schools for the Computer Keyboarding Applications course.

EMS data reflected a steady need for students to be trained in business technology subjects. Computer applications have continued to evolve and require specialized training in their use. While the job forecast over the next five years only reflects a slight increase in total jobs in the counties served by the college, it does show that many of the current jobs remain unfilled, thus indicating a continued need for this type of program.

Technology training specific to proper preparation and formatting of correspondence; preparation of spreadsheet data and graphical data analysis; database creation and functionality; and integrating information into a useable format such as presentation software is required throughout

our region and throughout our state. The Business Technology program provides this as well as additional support training through a dual certificate program and the Associates in Applied Science degree.

Part-time faculty are considered one of our strengths to the program. Not only do these individuals have the educational background in the classes they instruct, they also have years of industry experience in using the programs and observing others in the use of the skills taught to ensure the tasks we emphasize in the classroom are the current and necessary tasks for a graduate that is entering the job market. The successes of the Internship program does provide some insight into the program quality as 100% of the Internship students have received excellent ratings by employers participating in the program.

Responses from past graduate surveys were sparse, and as such did not provide much feedback about program quality in preparation for job skills. However, student satisfaction surveys completed for individual classes did reflect the student's satisfaction with the quality of the program.

Today, the key issues include the changes to software maintenance for Adobe and Microsoft Office and the loss of the full-time Program Coordinator. The overall costs of the program show fluctuation based on full-time faculty salary figures. However, the sole full-time faculty member for the program retired and the position remains vacant. Therefore, all core courses are taught by part-time faculty which will result in decreased costs over the next fiscal year. This will remain steady or only rise slightly based on the salary. Budget cuts have impacted professional development for full and part-time faculty.

Other costs that impact the program are software costs. Changes to the method that specific software producers use with their products and the changes from Adobe 6 in the pricing of their licensing will have an impact on overall program costs. These changes will necessitate the upgrade of software in student classroom lab and open lab computers; however, these costs can be recouped via student fees. Program costs are quite reasonable considering the amount of detailed instruction students receive as they drill down to the details of Microsoft Office and Adobe software. The Microsoft expense is not imposed on students in this program, but the Adobe software is included in student fees in multiple courses for this credential. Since students enroll in all the core courses, the cost is shared by all students in the program, therefore, not cost-prohibitive for students.

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

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

☐ Other, please specify:

**Statewide Program Issues (if applicable)**

The role of the administrative professional continues to evolve in the workplace. The role is more about supporting a team rather than supporting a person and the skill sets needed to take on this expanded role have also become more complex. Administrative professionals are often involved in project management, research, technology, developing budgets and business plans, and building relationships with stakeholders. A variety of skill sets and software is required in order to accomplish these tasks, in addition to managing people, situations, and technology.

## Business Technology I

**CIP Code:** 52.0408  
**Career Cluster:** Business, Management, and Administration  
**Career Pathway:** Administrative and Information Support  
**Program of Study:** General Office Occupations and Clerical Services

**Program Title:** Business Technology I  
**Degree Type:** 20 – Certificate

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	371	409	404	356	388
Registered Credit Hours	1030	1169	1147	1019	1111

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
CERT Clerical Certificate	7	4	1		
CERT Business Technology I				4	6
Total	7	4	1	4	6

### 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 order to conduct the program review process, IVCC reviews the number of individuals who complete the Associate of Applied Science degree or a certificate in the program area; the enrollment capacity of the program; the actual enrollments in individual courses, and the program enrollment. Also studied is a cost-analysis of program income and expenses.

Program review is a collaboration between the instructors, administrators, and members of the Advisory Committee. Needs are identified by the Advisory Committee and reviewed by the faculty and administrators. Also, any thoughts and processes identified by faculty are brought before the Advisory Committee for discussion and possible implementation; changes can be additions, deletions, or modifications. Advisory Committee members are asked periodically to share hiring

data with the IVCC faculty at their annual meeting. This would include wage ranges, position descriptions, emphasized and de-emphasized skills. This information is then shared with the faculty, counselors, and students in the program. As information and data are organized in the annual program review, appropriate long-term topics are discussed and acted on when deemed necessary to enhance the overall program.

The following Advisory Committee recommendations were implemented: offered introductory, intermediate, and advanced courses in all three Microsoft Professional courses in place of four comprehensive courses; included email and information management software; introduced Adobe Acrobat into curriculum; rearranged courses on guide sheets to fit fall or spring offerings; added courses in summer semester to allow for lower student course load in fall and spring semesters; and increased elective courses to include QuickBooks Pro, and Ethics. To further improve the understanding of the degree with the general population, we changed the name of the certificates and degree to *Business Technology*.

Courses within the program need to be reviewed and updated on a regular basis as the role of the administrative professional continues to evolve and be defined within our regional area. Beginning in the Spring Semester 2013, the curriculum for Basic Keyboarding was modified and the course title was changed to Computer Keyboarding Applications. The curriculum now includes strengthening basic file management and computer concept skills. The inclusion of Microsoft Outlook training and Adobe software training in the program is expanding the students' awareness of the tools routinely used in business. This training will provide future employers with skilled employees for maximum work completion streamlined through technology. Project Management software needs to be considered for future inclusion in the program.

The dual credit coordinator, dean, and co-program coordinators continue to work with area high schools and the area career center to articulate introductory courses. Articulation agreements are maintained with three high schools for the Computer Keyboarding Applications course.

EMSI data reflected a steady need for students to be trained in business technology subjects. Computer applications have continued to evolve and require specialized training in their use. While the job forecast over the next five years only reflects a slight increase in total jobs in the counties served by the college, it does show that many of the current jobs remain unfilled, thus indicating a continued need for this type of program.

Technology training specific to proper preparation and formatting of correspondence; preparation of spreadsheet data and graphical data analysis; database creation and functionality; and integrating information into a useable format such as presentation software is required throughout our region and throughout our state. The Business Technology program provides this as well as additional support training through a dual certificate program and the Associates in Applied Science degree.

Part-time faculty are considered one of our strengths to the program. Not only do these individuals have the educational background in the classes they instruct, they also have years of industry experience in using the programs and observing others in the use of the skills taught to ensure the tasks we emphasize in the classroom are the current and necessary tasks for a graduate that is entering the job market. The successes of the Internship program does provide some insight into the program quality as 100% of the Internship students have received excellent ratings by employers participating in the program.

Responses from past graduate surveys were sparse, and as such did not provide much feedback about program quality in preparation for job skills. However, student satisfaction surveys completed for individual classes did reflect the student's satisfaction with the quality of the program.

Today, the key issues include the changes to software maintenance for Adobe and Microsoft Office and the loss of the full-time Program Coordinator. The overall costs of the program show fluctuation based on full-time faculty salary figures. However, the sole full-time faculty member for the program retired and the position remains vacant. Therefore, all core courses are taught by part-time faculty which will result in decreased costs over the next fiscal year. This will remain steady or only rise slightly based on the salary. Budget cuts have impacted professional development for full and part-time faculty.

Other costs that impact the program are software costs. Changes to the method that specific software producers use with their products and the changes from Adobe 6 in the pricing of their licensing will have an impact on overall program costs. These changes will necessitate the upgrade of software in student classroom lab and open lab computers; however, these costs can be recouped via student fees. Program costs are quite reasonable considering the amount of detailed instruction students receive as they drill down to the details of Microsoft Office and Adobe software. The Microsoft expense is not imposed on students in this program, but the Adobe software is included in student fees in multiple courses for this credential. Since students enroll in all the core courses, the cost is shared by all students in the program, therefore, not cost-prohibitive for students.

**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

## Warehousing and Distribution

**CIP Code:** 52.0409  
**Career Cluster:** Transportation, Distribution, and Logistics  
**Career Pathway:** Warehousing and Distribution Center Operations  
**Program of Study:** Parts, Warehousing, & Inventory Management Operations

**Program Title:** Warehousing and Distribution  
**Degree Type:** 30 – Certificate

### Enrollments and Credit Hours

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Duplicated Head Count	303	420	731	888	129
Registered Credit Hours	597	716	1236	1502	219

### Degree/Certificates Awarded

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
CERT Warehousing and Distribution	4	2	2	1	1

### 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 certificate in Warehousing and Distribution has suffered with the economic downturn over the past five years since the last review of this certificate program. The local workforce investment board spearheaded an effort to organize representatives of the distribution and warehousing industry to create a North Central Illinois Logistics Council in 2007. The Council communicates across business boundaries to assure a viable workforce and to support the needs of their industry including transportation issues. These employers originally supported this newly developed certificate, and six companies agreed to prioritize interviewing individuals who have completed the warehousing curriculum. Over the past five years, that commitment has dissolved as more people were laid off at these facilities. The North Central Illinois Logistics Council professional association attendance has also progressively diminished, attesting to the minimal employment at the local area warehouse facilities.

IVCC's district is situated along interstate routes 80 and 39. The anticipated development of this corridor into a region for logistics and transportation has been delayed by the economic downturn. Our district currently has major chain distributors including Ace Hardware, Wal Mart, PetSmart, and Kohl's distribution centers. Many warehouses in the area are utilizing conveyors to move product in their facility, thereby reducing the number employees previously required. However, the total employment in the IVCC three-county region shows 1,407 positions in 2012, with a predicted increase of 9.8% through 2016 for a total of 1,448 positions.

Warehousing and Distribution Certificate completers (FY08=4, FY09=2, FY10=2, FY11=1, and FY12=1) show a steady decline. The part-time instructor for courses in this certificate is dedicated to the success of students taking courses in this certificate and consequently, is willing to teach courses with low enrollment so that students can learn appropriate skills in this subject. The past three years have seen 26 students per year taking courses in this certificate; in FY10 96.3% completed the courses, in FY11 96.15% completed, and in FY12 69.23% completed the courses. Most courses had enrollment between one and four students per course. Area employment is increasing slightly, so student interest in this certificate may impact course enrollment completion status.

When the Advisory Committee meets and discusses options for this program and student placement, local employers openly indicate that they would rather hire someone with little to no training so they do not have to break down previously learned skills and techniques that do not work in their facility. In fact, all on the Advisory Committee indicate that they do not want students in this certificate to take the Fork Lift course for this reason as well. Archer-Daniels Midland (Decatur) has consistently supported this program and periodically will request a graduate of this program to work in Decatur. So far, area students are not open to relocating to Decatur.

The Warehousing and Distribution certificate courses continue to be offered on Tuesday and Thursday evenings. With the varying length of each course, when one course ends, the next course begins the next week. This sequential offering permits a student to fast-track through the warehouse and distribution courses within one year. This format also permits students to work as they are taking courses.

The Truck Driver Training program at IVCC has included Warehousing and Distribution courses in its new certificate. It is anticipated that this will bring some application to the Warehouse courses and provide needed skills for the Truck Driver Training graduates. IVCC is also including the Warehousing and Distribution certificate (as one of ten certificates at IVCC that do not have a current A.A.S. path) in the new Engineering Technology A.A.S. path.

The College has also reorganized the Career and Technical Program (CTP) division, bringing it into a larger umbrella Division of Workforce Development that also includes Continuing Education and the Business Training Center. Before discontinuing this certificate, it is the Dean's intention to charge the BTC staff to more fully engage employers to determine if there would be further interest if curricular, scheduling, or other changes are made.

**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)**

Three challenges in this program will be the same we face in other industries. One is knowing the employers will have a fairly immediate need to hire when their work demand is most prevalent. Thus, they will not be willing or able to wait to hire workers specifically upon completion of a college certificate. Instead employers will hire along their business cycle which may not trend with the community college enrollment cycle.

Second is that the logistics industry typically has varying work days or alternating shifts. A student committing to an evening (or a day) program may have the educational process disrupted by a changing schedule. Third, at the moment, IVCC's only qualified part-time instructor is available evenings only; locating a qualified day (or flexible schedule )instructor at the moment is extremely difficult.

The types of positions being offered in the warehousing and distrubtion industry are low skill-based. Not many parents of traditional age college students know or understand the logistics industry, and assistance is needed to promote the industry as a whole, as well as the potential for growth along a career path. The North Central Illinois Logistics Council created a 20-minute training DVD of the warehouse industry. Warehouse employees interacted with area high schools to show the DVD and have offered to be available for student presentations over the past five years. So far, no students from the area high schools have enrolled in the IVCC program.

Assistance is needed at the state level to promote the value of career and technical education programs and to encourage employers to require a college certificate as a prerequisite for hiring, as well as supporting educational opportunities.

## 2012 Academic Discipline Area Reviewed

### Mathematics

#### Improvements & Rationale for Action

A review has been conducted of the Mathematics Department which is made up of both college level and developmental mathematics. Following are the findings of the review.

#### FACULTY

The faculty remains stable. Both full-time and part-time faculty have taught at IVCC for many years. All instructors contribute to reviewing the curricula and share in making changes to improve the program. College-level classes are taught by four full-time, tenured instructors with Master's degrees in mathematics, plus additional graduate credit hours. Six part-time instructors with Master's degrees also teach college-level classes. Developmental courses are taught by two full-time instructors with Master's degrees. One instructor is tenured and the other is 1.5 years into the tenure process. Fifteen part-time instructors teach developmental math. Some of the part-timers have Master's degrees, while most do not.

Faculty remain current in the fields of mathematics and teaching and learning in a number of ways:

- Graduate-level classes;
- Attendance at national and state conferences;
- Participation in a variety of professional development offerings at IVCC;
- Participation by tenured faculty in a four-year post-tenure review cycle;
- Participation by non-tenured faculty in a three-year pre-tenure evaluation program which includes a portfolio, 11 observations by administrators, and student course feedback;
- Observation of part-time instructors teaching in the classroom and evaluation each semester by students;
- Participation of new part-time faculty in orientation and the opportunity to participate in the Adjunct Faculty Development Academy;
- Meetings of developmental part-time instructors on a regular basis to discuss teaching and learning strategies, student success and retention strategies, and course content.

#### INSTRUCTIONAL CHANGES AND IMPROVEMENTS

In the past five years, the use of technology has become more prominent in both college level and developmental math classes. My Math Lab is used extensively and has allowed some classes to be flipped, the e textbook to be used, and homework and quizzes to be completed online. For classes where My Math Lab is not available, Blackboard is being incorporated by most instructors. IVCC provides training to faculty to keep them current with the latest trends in educational technology.

Grant money was used to provide training on active learning for both full-time and part-time math instructors. Faculty became familiar with the active learning approach, took part in active learning math activities, and planned active learning class assignments. This resulted in more application-based activities used in class.

MTH 0907, MTH 1000, and MTH 1008 are offered online each semester and maintain excellent enrollments. Retention of students, however, continues to be a challenge.

The Math Department is mindful of the Core Curriculum. IVCC was awarded a *Bridging the Gap* grant from the State of Illinois. Between June 2013 and September 2013, IVCC math instructors will work with nine feeder high school math instructors on vertical alignment of entry level college math course outcomes with 11th and 12th grade math outcomes.

MTH 1010 *Structure of Numbers II* and MTH 0907 *Intermediate Algebra* have been aligned with the math Common Core standards.

ACT math scores can be used in place of Accuplacer placement testing. Based on performance data collected, adjustments have been made to ACT cut scores for the following courses.

- ACT math subscore of 22 = placement into MTH 1000 and MTH 1008
- ACT math subscore of 24 = placement into MTH 1003, MTH 1004, MTH 1009, MTH 1010, and MTH 1011
- ACT math subscore of 26 = placement into MTH 1005

## **MATH DEPARTMENT FOCUS ON STUDENT RETENTION AND SUCCESS**

Peer Tutoring plays a major role in student retention and success. Professional tutors, who tutor higher levels of math, have been added. To encourage developmental students to use Peer Tutoring, the Peer Tutoring coordinator routinely visits the Math Learning Center working with students and encouraging them to get additional help in Peer Tutoring. Student in the Math Learning Center who fail a quiz twice are required to do study sessions with a tutor. Peer tutoring has worked with developmental lecture classes and has offered supplemental instruction for students prior to quizzes and tests.

Some sections of MTH 0900 *Pre-algebra*, MTH 0906 *Basic Algebra*, and MTH 0907 *Intermediate Algebra* have been flipped. Videos of lessons are watched for homework and problems are worked during the class periods. A peer tutor is assigned to each class to assist the students and their instructors. Flipping classrooms has allowed the instructors to meet one-on-one with each student at each class meeting.

My Math Test is an online program that is assisting some students with placement into math classes. The program can be used for students preparing to take Accuplacer or as a study resource for students wishing to raise their math placement to the next level.

IVCC is aware of the challenge of students moving in a timely manner through development math. *Fast Track to College Math* will be piloted in the Fall of 2013. Students who score within a specific range on the Accuplacer math test and who have a math goal of either MTH 1003 *College Algebra* or MTH 1008 *Statistics* will have the opportunity to participate. Students will attend a 10 day, 2 hours per day algebra review. On the 10th day, a post-test will be given. Students who score at least a 75% on the post-test will bypass MTH 0907 and begin a late start MTH 1003 class or a MTH 1008 class.

## **ENROLLMENT TRENDS**

In the last five years, enrollment in the Math Department has changed. Fall 2010 showed the highest enrollment with a head count of 1244 and 4764 credit hours. By Fall 2012, head count had fallen to 1095 with 4096 credit hours. Spring enrollments are similar. In the last five years, spring enrollment was the highest in 2011 with a headcount of 1099 and 4027 credit hours. By Spring 2013, the headcount fell to 940 with 3456 credit hours. This decline has not been limited to the Math Department but is college-wide. While on-campus numbers have fallen, math enrollment at the Ottawa Center has been steady and strong.

The shift in enrollment has caused the department to focus on class utilization and for some classes fewer sections are now offered. Focus is on student retention, as well. It's important to retain the students enrolled. Some initiatives mentioned previously were instituted for that reason.

## **EARLY ENTRY COLLEGE**

College level math classes continue to be offered in three area high schools: Hall, Streator, and Marquette Academy. Streator High School has requested additional college level math classes in the future as they implement the Core Curriculum.

## **CHALLENGES**

Several challenges face the Math Department.

- While placement scores have not varied much over the years, the student profile has. Instructors report many students come to IVCC not ready for college. Poor attendance, incomplete homework, poor study skills, and a lack of persistence cause many students not to succeed.
- Since the majority of instructors in developmental math are part-time, the Affordable Health Care Act has had a significant effect on staffing classes. The department has difficulty finding additional part-time instructors for day classes.
- Since the College is facing budgetary challenges, professional development money is scarce. The department continues to search for innovative ways to offer professional development. The College does support attendance at state math meetings.

## CONCLUSIONS

IVCC's Mathematics Department continues to offer quality instruction, strives to provide the most competent and qualified instructors, and continually assesses course outcomes and instructors. The Department works collaboratively to offer a variety of delivery formats and to assess students' needs. Instructors are assessed by administrators and students, and work diligently to remain current not only in their disciplines, but also in teaching and learning.

### 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)

Issues IVCC foresees are similar to those being faced throughout the state. The majority of developmental math programs will continue to be staffed by part-time instructors, as funding is too limited to add full-time instructors. These part-time instructors have limited hours because of the Affordable Health Care Act, yet developmental programs must be redesigned. One redesign is the implementation of the two-track model IMACC presented to the state. This huge task requires many man hours, and it is only one part of the developmental math redesign needed. Also, a trend associated with the Core Curriculum is to offer developmental math courses in 12<sup>th</sup> grade. This will require hours of preliminary set-up work followed by securing qualified instructors to staff the classes.

## 2012 Cross-Disciplinary Program Area Reviewed

### Adult Education and ESL

#### Improvements or Rationale for Action

**Improvements since last review:** An analysis of the ICCB Data and Information System Illinois (DAISI) data system in FY11, FY12, and FY13 demonstrates several improvements in IVCC's Adult Education program in comparison to previous years. The attendance hour average has gone from 67% to over 78%, which shows a dramatic increase from previous years. Also, the post-testing rates in DAISI with the attendance hour filter applied show an increase from 53% in FY11 to 60% in FY12. This is primarily due to the change to a managed enrollment system that has evolved at IVCC.

An emphasis in managed enrollment is to place a value on learning by increasing student expectations from the beginning. Further, a new attendance policy is ideal in retaining and motivating students to remain in class consistently. Also, new student evaluations have been implemented to offer insight and recommendations for program improvement during site and instructor evaluations. The student evaluation results remain anonymous and information is reviewed with instructors in identifying strengths and weaknesses at individual sites. By doing this, staff development opportunities arise for instructors. The student evaluation also provides insight into the content and delivery of instruction. In an effort to provide quality and effective instruction, the student evaluations also serve to provide constructive criticism to grow and improve the program.

To further this initiative, Adult Ed sites are planning focus groups with key students from several classes to offer suggestions and ideas for program improvement. The outcome of these focus groups will be discussed by gathering and analyzing data with instructors and staff to continue the path toward academic success. As always, the focus is directly related to improvement of instruction, instructor collaboration, academic content, and delivery of material. The director will continue to conduct visits and evaluations of each site to focus on learning goals, objectives, curriculum, instruction, and staff development needs.

The recent implementation of the healthcare bridge course has offered an opportunity for students to develop career awareness and transition into post-secondary education. Plans to include Evidence-based Reading instruction have been postponed until trainers are available.

#### Proposed action plan for future improvements:

IVCC's action plan will meet NRS performance levels for FY13 targets and beyond. First of all, the plan will include staff development opportunities, assessment and evaluation, and a comprehensive review of curriculum and instructional resources offered at all levels of instruction. By targeting all levels and classes, it is anticipated that all programs will increase level gains, post-testing and

completion rates. A uniform approach will be implemented at all sites in regard to high quality instruction, supportive services and content delivery. ESL classes have implemented a core series to meet and align the content standards. A similar plan is used for our ABE/ASE/GED curriculum in aligning curriculum with instructional objectives. Additional guidance, instructional support, and professional development opportunities will be available for instructors to collaborate and enhance their skills for optimal performance in the classroom. ESL, ABE, ASE, and GED instructors will continue to utilize test publisher guidelines to strategically post-test as recommended by ICCB. Regular review of individual outcome DAISI reports will be completed to track progress of students enrolled.

After completion of training, Evidence-based Reading instruction will help students continue to build academic skills for transition into higher level instruction. Selection of supportive educational materials will enhance curriculum, content, instruction, and delivery. By implementing a uniform and proactive approach, NRS targets will exceed the proposed targets for years to come. In monitoring individual program data, instructors will have access to DAISI testing reports to obtain current information on student enrollment, attendance hours, and testing information. Other individual program reports will be discussed with instructors during site and instructor evaluations to discuss issues and progress in the classroom. Post-testing reports will be generated and shared with instructors at regular intervals to keep staff informed of progress toward post-test guidelines.

The intensity and frequency of instruction is being met by offering a combination of 21 ABE/GED/ESL classes at nine locations in the IVCC district. Since IVCC is located in a rural district, off-campus classes reach hundreds of students in rural communities. Additional support is available through the use of volunteer tutors through the I-READ literacy program at IVCC at all sites. Most off-campus sites meet at least twice a week for a total of six hours of instruction. By implementing goal-based attendance policies through managed enrollment, students are responsible for attending continuously in classes at all sites. The Adult Ed goal-oriented program now provides a syllabus that clearly states guidelines and expectations for academic success. The intention is to provide a framework for the student to exert self-discipline and self-motivation. For the seasonal worker, an individualized attendance agreement will help the hard-working student remain in the classroom as the work schedule permits.

### **Estimated timeline:**

Over the next five years, recruitment, retention, and post-testing efforts to meet NRS goals will be increased. The recent initiative to include Evidence-Based reading instruction with the STAR Reading Program and bridge programming will help retain ABE/ASE/GED and ESL students and improve their educational gains. More specific and consistent student goal-setting will take place in years to come. EL/Civics instruction will be expanded as additional funding becomes available. Student gains as reflected in the NRS outcomes will be increased in all levels of ABE/ASE/GED and ESL to meet NRS targets. There is a continuous effort to meet the NRS 65% post-testing goals at all levels of instruction. State performance dollars are also tied to student outcomes, and those dollars

need to be consistent in order to support the program. Continuous quality improvement across all areas will be the focus throughout the next five years.

**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: Data & Information System Illinois (DAISI) & Instructor evaluations

**Statewide Program Issues (if applicable)**

N/A

## 2012 Student and Academic Support Services

### Library and Learning Resources

#### Major Findings and Improvements/Modifications

##### Library

In 2008 we reported about the College's computer and information literacy initiative, SOUP (Search-Organize-Use resources, and Produce). The College had just started assessing the computer literacy skills of all students who are required to take placement tests: all first-time, full-time students and students enrolling in English or math courses. The assessment proves that most students, though well-versed in social media technologies, do not possess the basic skills required for college-level work. In FY11, only 56% of students under the age of 22 passed the assessment with a score of 75% or higher. Students in the over 29 age category had a passage rate of only 37%. Full-time students performed better than part-time students.

The SOUP spin-off group, the Respect Intellectual Property team, selects an annual focus theme, then develops promotional and learning resources to support the theme. In FY11, the focus was evaluating resources. The FY12 theme carried over to FY13, and focused on plagiarism.

#### Status of suggested library improvements from the 2008 report include:

Facilities modifications: Architects drew up a long-range plan to reconfigure the existing library space to include more group study space and improved aesthetics and flow. Current campus construction projects should allow a small addition of space to the library adjacent to a planned cyber-café, which will include a clear view into the library space.

Alternatives for disposal of books: In conjunction with the annual support staff service project, the library has participated in the Great Book Giveaway. Any member of the community is invited to this one-day event, where used books, largely withdrawn volumes from the library collection, are free. Donations are accepted and forwarded to the benefactor of the service project.

Downsizing the government documents collection: The library officially withdrew from the federal and state depository library programs. The collections were no longer being used to the extent that they once had, since popular government information sources are now available online.

Phasing out VHS format video: The physical collection now contains only 28% VHS tapes. The library has a digital video collection of approximately 1150 videos, and will soon add six new collections provided through the Consortium of Academic and Research Libraries in Illinois (CARLI).

Future improvement plans include identifying links between student success and use of library services; continuous adaptation of instructional resources and techniques to enhance library instruction; improving data collection and analysis of electronic collections; and improving access to resources via personally-owned, mobile devices.

### **Student Computing Resources**

Since 2008, the open computer lab space has been renamed from Computer Resource Center to the Learning Commons. This name better conveys the availability of a full range of learning support services, including technical assistance, tutoring services, a writing center, and distance learner support.

The staffing structure also changed, allowing the computer lab instructor to concentrate on the assessment of student computer skills. The lab instructor is co-lead of the campus SOUP initiative.

A planned improvement in this area was to redesign the Learning Commons to facilitate student learning. Architects have rendered plans to facilitate the activities happening in the Learning Commons. This half-million dollar renovation project is pending funding.

Evaluation of the impact of the SOUP initiative on the center's operations, another 2008 goal, has been slow as we have recently changed the basic computer skills assessment instrument. Our computer lab instructor worked closely with a publisher, Labyrinth Learning, to repurpose and expand upon existing assessments to create a marketable tool designed specifically for skill assessment. IVCC implemented the resulting tool, eLab SET, in February 2013.

Goals for continued improvements will include seeking out meaningful data from the basic computer skills assessment, and developing strategies to support students on multiple learning platforms using a variety of personally-owned devices.

### **Classroom Technology**

Classroom design and upgrades continued to include standard "smart" technologies. All classrooms include presentation technologies. Seminar rooms and some specialized instructional labs do not have such capabilities. Upon completion of the current construction project, the Community Instructional Center, in January 2014, the number of classrooms with presentation technology will increase by 60% since FY10.

A 2008 goal was to implement screen sharing technology in computer labs. Faculty now have the ability to share screens, push out or block resources, monitor students, poll students and send messages via the LanSchool application.

An unfulfilled need is the ability for an instructor to present from a personally-owned mobile device, which many faculty members now bring to work. This will be a future goal, along with making technology available in seminar rooms.

### **Instructional Technology**

In 2008 we were gearing up to evaluate learning management systems. With the volatile market, and because faculty were fundamentally satisfied with the Blackboard system, we remained with Blackboard and intend to do so for the coming years.

We have added the capability of Web conferencing for a limited number of instructors. While our online courses are asynchronous, a few instructors use web conferencing for live office hours, test review, or lectures.

For coming years, we intend to focus on formalizing training sequence to prepare faculty to teach online.

### **Distance Learning**

Since the 2008 report we have improved distance learning processes. IVCC adapted the course evaluation form and practices to facilitate the collection of anonymous feedback from students. A procedure for allowing Dean access to online courses was implemented. The faculty observation form was modified to address online and blended-format courses, and Deans now have a guide for observing online classes that is aligned with the observation form.

IVCC shifted focus from monitoring enrollments in online courses to monitoring retention and success. The latest data shows only a 1.8% gap in retention when comparing face-to-face and online classes. The success rate is 5.5% lower in online courses than in face-to-face courses.

Future goals include maintaining an online retention rate that is within 3% of the overall retention rate and a success rate that is within 5 percentage points. We will also more closely monitor courses with the lowest success rates and increase communications and support for students in those courses.

### **Statewide Programmatic Issues (if applicable)**

#### **State Authorization**

IVCC is currently not enrolling out-of-state students in online courses. The time and cost required to gain authorization to operate in states where our online students reside is an obstacle to fulfilling our mission. IVCC enrolls very few out-of-state online students, typically only about 5 students annually. These students are most often former residents who need just a few extra credits and, since choosing online education, wish to continue their relationship with the college. State

reciprocity agreements provide some hope of limiting the expense and human resources that would otherwise be required.

### **Textbook Publisher Learning Management Systems**

While the cost of maintaining a campus learning management system (LMS) continues to increase, textbook publishers are operating their own systems, and bundling the cost with textbooks. Students are therefore paying, via student technology fees for access to the college's system, and, in some cases, they are also paying for a course-specific LMS. In addition to the extra expense to the student, there are major support issues as campus help desks are powerless to provide the type of support that students expect, and publishers are overwhelmed with the volume of calls received early in the semester.

### **Affordable Health Care Act**

Utilizing part-time employees as a cost containment measure is now complicated by the restrictions imposed by the Affordable Health Care Act. Without guidance from the Internal Revenue Service, colleges are making tough decisions that are making it more difficult to staff classes and to retain part-time support staff.

## 2013 Supplemental Report – Actions Taken in FY 2012 Based on Prior Reviews or Other Planning or Quality Improvement Initiatives

### Program Designated as Inactive

**CIP Code:** 11.0103  
**Career Cluster:** Information Technology  
**Career Pathway:** Information Support Services  
**Program of Study:** Information Technology

**Program Title:** Computer Information Systems  
**Degree Type:** 03 – Associate in Applied Science

#### 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 administration recommended inactivation of the Associate of Applied Science in Computer Information Systems effective May 16, 2012. This recommendation was based on unsustainable enrollments in the degree program.

In the six years inclusive of FY06 through FY11, the program had only four degree completers. Of the eight CIS courses required for the degree, only three saw any enrollments in FY11, with these three meeting only 62% of capacity. Additionally, one of the three courses with attendance was CIS 1011, which is also a required course in the A.A.S. in Computer Network Administration – so at least some of the students were pursuing a different degree. As a result of such low enrollments, the program had experienced several years of net losses, including a -74% net program income for FY11.

Based on low enrollments, the dramatic net financial loss, and the recommendation of the program faculty and dean, the administration recommended to the Board of Trustees that the degree be inactivated. Students with a substantial percentage of the A.A.S. course requirements completed were going to allowed to complete the degree during the initial two years of the program inactivation period.

### Contact Information:

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## **IVCC Five-Year Schedule of Program Review**

### ***FY 2014***

#### **CTE PROGRAMS**

19.0699	Commercial Custodial Training (Certificate)
47.0201	Heating, Air Conditioning and Refrigeration (Certificate)
47.0501	Tool & Die Maker/Machinist (Certificate)
48.0507	Tool & Die Maker/Machinist Apprentice (Certificate)
48.0508	Welding (Certificate [8])
50.0409	Graphic Design Technology (AAS & Certificate)
51.1009	Phlebotomy (Certificate)
52.0301	Accounting (AAS)
52.0302	Advanced Accounting (Certificates [2])

#### **ACADEMIC DISCIPLINE**

Physical & Life Sciences

#### **CROSS-DISCIPLINARY CURRICULA**

Remedial/Developmental

#### **STUDENT & ACADEMIC SERVICES**

Tutoring/Study Skills/Learning Support/Assessment Center/Disability Services

### ***FY 2015***

#### **CTE PROGRAMS**

01.0601	Horticulture (Certificate)
01.0605	Horticulture/Landscape Management (AAS)
01.0608	Sustainable Horticulture (AAS)
15.0503	Basic and Advanced Wind Energy Technology (Certificates [2])
15.3801	Nursing (AAS)
15.3901	Practical Nursing (Certificate)
15.3902	Certified Nursing Assistant (Certificate)
52.1804	Marketing (AAS) & Retailing/Merchandising (Certificate)

#### **ACADEMIC DISCIPLINE**

Humanities and Fine Arts

#### **CROSS-DISCIPLINARY CURRICULA**

Vocational Skills

**STUDENT & ACADEMIC SERVICES**

Advising & Counseling

***FY 2016***

**CTE PROGRAMS**

- 13.1501 Paraprofessional Educator (AAS & Certificate)
- 15.0613 Process Operations Technology (Certificate)
- 19.0709 Early Childhood Education (AAS)
- 44.0701 Human Services (AAS & Certificate)
- 47.0303 Industrial Maintenance (Certificate)
- 47.0604 Automotive Technology (AAS & Certificates [5])
- 49.0205 Truck Driver Training (Certificate)
- 15.1501 Substance Abuse Treatment (Certificates [2])
- 15.1502 Psychiatric Rehabilitation (Certificate)

**ACADEMIC DISCIPLINE**

Social & Behavioral Sciences

**CROSS-DISCIPLINARY CURRICULA**

Transfer Functions & Programs including A.A., A.S., A.E.S., A.A.T., and the A.G.S. degree programs.

**STUDENT & ACADEMIC SERVICES**

Financial Aid

***FY 2017***

**CTE PROGRAMS**

- 11.0103 Computer Information Systems (AAS)
- 11.0901 Computer Networking (Certificate)
- 11.0901 School Technology Coordinator (Certificate)
- 11.1001 Computer Network Administration (AAS)
- 13.0501 Basic & Advanced Teacher Technology (Certificates)
- 15.0303 Electronics & Electricians Technology (AAS)
- 15.0411 Manufacturing Technology (AAS) & Computerized Numerical Control (Certificate)
- 15.1202 Computer A+ Certification (Certificate)
- 43.0102 Corrections/Parole Officer (AAS)
- 43.0106 Forensic Specialist (AAS & Certificate)
- 43.0107 Criminal Justice (AAS & Certificate)
- 43.0110 Corrections/Youth Supervisor (AAS)
- 46.0302 Electrical Construction Technology (AAS) & Industrial Electrician (Certificate)

- 51.0708 Medical Transcription (Certificate)
- 51.0813 Medical Coding (Certificate)
- 51.3501 Therapeutic Massage (AAS & Certificate) & Clinical Massage Therapy (Certificate)

**ACADEMIC DISCIPLINE**

Oral & Written Communication

**CROSS-DISCIPLINARY CURRICULA**

General Education (all transferable)

**STUDENT & ACADEMIC SERVICES**

Admissions, Records & Registration

***FY 2018***

**CTE PROGRAMS**

- 12.0507 Food Service (Certificate)
- 15.1302 Computer Aided Engineering and Design (AAS) & Mechanical/Electrical CAD (Certificate)
- 15.0302 Architectural/Civil CAD (Certificate)
- 51.0601 Dental Assisting (Certificate)
- 51.0904 Phlebotomy (Certificate)
- 52.0201 Business Administration (AAS)
- 52.0207 Entrepreneurship (Certificate)
- 52.0407 Business Technology (AAS) & Business Technology II (Certificate)
- 52.0408 Business Technology I (Certificate)
- 52.0409 Warehousing & Distribution (Certificate)

**ACADEMIC DISCIPLINE**

Mathematics

**CROSS-DISCIPLINARY CURRICULA**

Adult Education & ESL

**STUDENT & ACADEMIC SERVICES**

Library & Learning Resources