

Fiscal Year 2014

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board

Summer 2014



Illinois Valley Community College

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2013 Career and Technical Education Programs Reviewed

Accounting

CIP Code: 52.0301
Career Cluster: Business, Management, and Administration
Career Pathway: Business Financial Management and Accounting
Program of Study: Accounting

Program Title: Accounting
Degree Type: 03 – Associate of Applied Science

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	448	476	478	427	395	2224
Credit Hours	1330	1398	1403	1266	1175	6572

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
AAS Accounting	6	9	5	6	5	31

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

The AAS in Accounting program remains strong. Enrollments have dropped slightly, but this is consistent with similar programs at this time across the college. The program has two tenured full-time faculty members and one adjunct.

The VITA program (Volunteer Income Tax Assistance) has been added as an elective course to the program. The course gives students real life experiences in tax preparation under the guidance of a certified public accountant.

The QuickBooks Pro Accounting course has been moved to an on-line offering per the request of students and the advice of advisory committee members. The Tax Accounting course has been moved to a face-to-face offering for the same reason. The content of the QuickBooks course lends itself well to an on-line format. Student feedback has been very positive. Tax Accounting is much more suited to a face-to-face offering due to the complexities of the theory behind U.S. tax law. Student feedback on this change has also been overwhelmingly positive.

Based on feedback from the Business Advisory Board members, a two-credit hour Certified Bookkeeper Review course along with a one hour Advanced Excel course are now part of the requirements for the degree. The Making Industry Meaningful in College (MIMIC) course (3 credit hours) has been changed to an elective option. Advisory members strongly felt that these changes will make our graduates more marketable, but it also gives our faculty an objective measurement in the mastery of these important areas.

The program is now using various on-line homework management software tools such as Southwestern's CENGAGE and McGraw-Hill's CONNECT. Each of these programs offers various online learning tools including interactive assessments, video lectures, eBook tools and assistance in completing homework assignments. The goal is to enhance student learning of complex subject material.

Accounting Technology

CIP Code: 52.0302
 Career Cluster: Business, Management, and Administration
 Career Pathway: Business Financial Management and Accounting
 Program of Study: Accounting Technology/Technician and Bookkeeping

Program Title: Accounting Certificate
 Degree Type: 30 – Certificate

Program Title: Advanced Accounting
 Degree Type: 20 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	448	476	478	427	395	2224
Credit Hours	1330	1398	1403	1266	1175	6572

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
CERT Accounting	5	3	4	10	14	36
CERT Advanced Accounting		2		7	6	15
	5	5	4	17	20	41

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

These programs remain strong with two full-time instructors and one adjunct. Enrollment has dropped slightly, but this is consistent with enrollments in similar programs at the college at this time. Credit hours just two years ago were very good. Per student request and stakeholder feedback, QuickBooks Pro Accounting has been moved from a face-to-face

offering to an on-line offering. The nature of the material allows for an effective on-line delivery. Student feedback has been positive.

The Volunteer Income Tax Assistance program has been implemented as a course for elective credit. This course gives students real life experience in tax preparation under the guidance of a certified public accountant. Program courses have also incorporated the use of various online homework management software tools such as Southwestern's CENGAGE and McGraw-Hill's CONNECT.

Graphic Design Technology

CIP Code: 50.0409
Career Cluster: Arts, Audio/Video Technology and Communications
Career Pathway: Visual Arts
Program of Study: Graphic Design

Program Title: Graphic Design Technology
Degree Type: 03 - Associate of Applied Science (AAS)

Program Title: Graphic Design Technology
Degree Type: 30 - Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	270	295	299	297	270	1431
Credit Hours	776	873	841	853	766	4109

FY Enrollments Dual Credit	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount			11	6	5	22
Credit Hours			33	18	15	66

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
AAA Graphic Design Technology	8		5	5	4	22
CERT Graphic Design Technology	4	12	4	9	8	37
	12	12	9	14	12	59

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

The objectives of the program are that graphic design students:

- Will understand computer terminology, the basic components and operating system, and know resources for new technology.
- Demonstrate technical knowledge through the use of industry-standard software and its application to graphic design.
- Define a graphic design problem, gather information or research, develop ideas, find solutions, and implement one or more of the solutions.
- Build a portfolio, write a resume, prepare for interviews, and complete an internship.
- Integrate classroom theory with workplace practice and adapt to the expectations of the job situation even though it may differ from classroom theory or practice.
- Be able to differentiate between when to ask for assistance/clarification while completing a project and when to proceed on one's own.
- Complete projects in a time frame and manner to meet the expectations of the client or employer.
- Apply customer service skills in a manner appropriate to the work environment.

Students complete a final portfolio that demonstrates all of the program objectives. They are assessed upon the above objectives and students will be scored as excellent, satisfactory or unsatisfactory. Students **MUST** pass the first four objectives in order to graduate. In addition, students must also fill out an assessment form supplied in the internship packet. Currently, the percentage of students scoring an excellent or satisfactory is 82 percent.

Though students are not responding to formal surveys, those keeping in contact with the program say they are satisfied. Additionally, some students have already graduated from a four-year university with a degree (communications/fine arts/advertising) but have returned to IVCC to complete the graphic design AAS degree to be better prepared for the workforce. No one is fully prepared for any employment, but students seem to be capable of handling most situations that arise. When completing the internship, students have actual jobs from various businesses and organizations in our area to show prospective employers. What they work on ranges from print to web and multimedia so they have a diverse background. Moreover, a part-time instructor in the program emailed about her student who received a promotion at her job because of the training she received from just one class and its help in working on the company catalog. She states that she has received company approval to develop her education in photography, begun in our program, and is looking for classes specifically in product photography. Another student mentioned that he was encouraging his peers to take Graphic Communications. Regarding measuring student responses overall, the central problem seems to be that once students enter the workforce they do not respond to inquiries. Indications of success come from anecdotal

and interpersonal interaction. It is suggested that the program coordinator work with Institutional Research staff to devise a unique survey instrument that can best target the graphic design graduates in the workplace, or the employers of them, since formal response to the general follow-up survey has not been forthcoming.

Many companies have requested our students to work on jobs for them. One of the more prominent jobs was for the North Central Illinois Manufacturing Career Expo and for many local employers. The Career Expo booklet was designed for an event to bring over 300 area students and local manufacturers together to raise awareness of job and educational opportunities. It was sponsored by eight major Illinois manufacturing employers. A student designed a 16-page full color brochure for a major automotive parts supplier with plants in Illinois, Arkansas and Japan. Local employers ranging from non-profit organizations and foundations, to local manufacturers, to local advertising marketing agencies continue to contact the program coordinator offering student internships and employment opportunities.

Over the past several years, IVCC, and other regional community colleges, have experienced declines in enrollment. During this period of decline, program enrollment for Graphic Design first increased slightly and then settled back to relatively similar numbers as were posted in FY 2009. What has changed is the current mix of graduating students: in FY 2009, there were eight receiving AAA degrees and four receiving certificates, whereas the proportion reversed in 2013.

The chief barriers to retention in the program are getting the wrong type of student (students not being prepared for college work), the challenges that can be faced by special needs students in art classes, and students not motivated to achieve.

Last year the Area Career Center at L-P High School printed tote bags that were distributed at a local farmers market and this year the program printed T-shirts that are sold in stores in Ottawa, Illinois. The students created the design and the Career Center students printed the t-shirts and tote bags. We look forward in doing more projects like this in the future. The program produces graphic material for IVCC including much-viewed posters for the STEM programs.

Lists of area employers are given out to the counseling center and posted in the classroom. There is also a growing demand for Social Media managers and the program has developed an advisory task force of local employers and designers to discuss the need for a certificate in this area. A certificate in Social Media can help boost enrollment and draw attention to an already established Graphic Design Program, and one is intended.

Employment of graphic designers is projected to grow seven percent from 2012 to 2022. Employment of web developers is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and ecommerce (Bureau of Labor and Statistics). There is also a great need for social media managers in this high-information age and with the growth of social media applications, like Facebook, Twitter, Wordpress, and blogging.

Keeping the current CS6 software as long as possible and not switching to the cloud-based software suite will save money as new licensing for the cloud-based software will be very costly and keeping software costs down can save the program \$8,000 to \$12,000 in a two to three year span. The program budget also reflects costs of instruction for prerequisites and it is possible that since these are courses open to non-majors the salaries associated with teaching the prerequisites should not be included in the budget.

There has been some discussion about seeking IVCC Foundation assistance to set up donations from local businesses, and about making presentations to these businesses, clubs and organizations to donate into a fund that would go to defray the costs of the program.

Beneficial changes to the program slated for 2014 and 2015 include:

- Development of a new Mac lab space and installation of all new Mac computers in FY14.
- In conjunction with the development of a new division strategic plan, an emphasis on collecting detailed data for assessment of student success and employer satisfaction.
- Consistent tracking of graduates in the workplace and of employment solicitations.
- The seeking of external support for scholarships to assist students.
- Development, approval, and deployment of an interdisciplinary certificate in Social Media that can help boost enrollment and draw attention to the established Graphic Design program.

Heating, Ventilation, and Air Conditioning (HVAC)

CIP Code: 47.0201
 Career Cluster: Architecture and Construction
 Career Pathway: Maintenance/Operations
 Program of Study: Heating, Air Conditioning, Ventilation, and Refrigeration Maintenance Technology/Technician

Program Title: Heating, Ventilation, and Air Conditioning
 Degree Type: 30 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	35	112	108	120	94	469
Credit Hours	105	336	324	360	282	1407

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
CERT HVAC	3	13	13	11	13	53

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

This is the second program review for the HVAC program at Illinois Valley Community College. Recent improvements to our HVAC classrooms and labs, along with increasing enrollments, have stabilized this certificate program. Annual industry projections indicate a continued need to offer this certificate program and to continue to meet the needs of our local employers. Since the last program review, enrollments and the number of certificates awarded remains steady and strong. IVCC experienced a significant increase in enrollments and certificate completions between FY09 and FY10. Both measures have remained steady since the FY10 enrollment spike, with just a slight dip in FY13. The program continues to be taught by part-time faculty.

An Advisory Committee meeting is necessary since one has not been held since 2012. The next meeting should be held during Summer 2014. IVCC will ask employers to: review course outlines and outcomes, tour new student classrooms, labs and equipment, review skill standards of the industry, and provide valuable input into needed changes to the program. IVCC would also like to evaluate and confirm entry level wage and skills training information for heating, ventilation, air conditioning and refrigeration trade technicians.

In addition, IVCC has purchased a “smart” house as part of our lab experiences for students in the HVAC certificate program. The dean and adjunct faculty members will work with the advisory team members to add new training courses and/or modules to the program to ensure the students are completing the program with the latest required energy applications.

Machinist Tool and Die Making

CIP Code: 48.0501
Career Cluster: Manufacturing
Career Pathway: Production
Program of Study: Machine Tool Technology/Machinist

Program Title: Machinist and Tool & Die
Degree Type: 30 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	88	113	75	53	108	437
Credit Hours	295	370	254	184	356	1459

FY Enrollments Dual Credit	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount		9	12	14	5	40
Credit Hours		36	48	56	20	160

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
CERT Machinist and Tool & Die Making	1	2	5		1	9

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

The Machinist and Tool & Die Making Certificate is designed to lead directly into the Manufacturing Technology AAS degree as a “stackable credential.” Demand for the program as reflected in the enrollments has fluctuated from year to year over the last five

years. However, with the recent opening of the new Peter Miller Community Technology Center (PMCTC), this program moved across campus to a new state-of-the-art lab with 30% more space and a new dedicated smart-classroom. This new Center has generated renewed interest in our manufacturing-related programs from local manufacturers and student prospects. Additional marketing efforts to recruit new students into manufacturing related careers are underway and should have positive effects on program enrollments and completions. Members of the local Chief Manufacturing Executives group report that in the next 3-5 years, they anticipate that many of them could see as much as 60% of their current workforce retiring. The College is prepared to help local industry meet this level of demand.

The Machinist and Tool & Die Making Certificate shares an advisory committee with the CNC Operators Certificate program and the Manufacturing Technology AAS degree. The advisory committee meets annually and continues to provide relevant input regarding necessary skills and equipment. The manufacturing program coordinator works closely with local industry. At least one local manufacturer had a student use this program's course work for the classroom hours for an approved Department of Labor Apprenticeship.

While the dual credit enrollments also reflect a similar fluctuating enrollment pattern, this partnership has developed into a great "pipeline" for students to feed into the machinist, manufacturing, and CNC programs. IVCC's program coordinator works closely with the dual credit instructor from the L-P Area Career Center who also is an active member of the advisory committee.

Student feedback regarding the courses, equipment, and program in general remains very positive. Program outcome assessments continue to meet or exceed the defined outcome goals. Students in this curriculum are able to take advantage of flexible course scheduling. IVCC offers day and evening course sections. If there is additional demand, the current schedule, staff availability, and facilities can still accommodate additional sections to be added.

With some of the mills and lathes in the manufacturing lab more than 40 years old, we are fortunate to have a manufacturing program coordinator with the industry experience and expertise who is able to maintain this equipment and keep it in great working condition. He has also been fortunate to receive donations of metal on several occasions which help to keep the instructional supply costs down. In conjunction with the construction of the Peter Miller Community Technology Center, IVCC's Foundation launched its first, and highly successful, Capital Campaign. Many of our local manufacturers stepped up to this challenge and contributed to the Capital Campaign, allowing this program to benefit from the purchase of a new Fryer mill, a roll-in wet miter band saw, 50-ton hand hydraulic press, TIG welder, and a heat treatment oven.

IVCC is one of 21 Illinois Community Colleges who formed a consortium called the Illinois Network for Advanced Manufacturing (iNAM), led by Harper College, and received a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant in the 3rd round of funding. The Machinist Tool & Die Making Certificate,

along with the CNC Operator Certificate and the Manufacturing Technology AAS degree are three of the IVCC targeted programs. Not only have curriculum improvements been made through the grant process, but a new coordinate measuring machine and additional mill and lathe tooling have been purchased to enhance these programs.

Phlebotomy

CIP Code: 51.1009
Career Cluster: Health Sciences
Career Pathway: Diagnostic Services
Program of Study: Phlebotomy/Phlebotomist

Program Title: Phlebotomy
Degree Type: 30 - Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	35	112	108	120	94	469
Credit Hours	105	336	324	360	282	1407

FY Enrollments Dual Credit	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
ALH-1001 HS Headcount	32	34	41	39	46	192
ALH-1001 HS Credit Hours	96	102	123	117	138	576

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
CERT Phlebotomy	13	36	27	27	23	126

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

The Phlebotomy Program functions with one part-time program coordinator and one additional part-time instructor. The College benefits from the expertise and thoughtful approaches of both instructors. Since the last program review the Phlebotomy Program Coordinator has worked with her Advisory Committee and implemented some curricular

changes in an effort to improve program outcomes and give the Phlebotomy students an excellent educational experience.

It was determined, as a result of consistent courses that fill to capacity each semester, and feedback from the Advisory Committee, that it would be beneficial to add additional sections of both ALH 1250 (Principles and Practice of Phlebotomy) and ALH 1251 (Phlebotomy Practicum). In order to have ample clinical sites it was decided to stagger the start of ALH 1250 between 1st and 2nd eight weeks; when the course started during the 2nd eight-week session, the corresponding clinical would start during the 1st eight-week session of the following semester or Summer Session B. This approach seems to be working very well. Students demonstrate satisfaction on student surveys and clinical sites are pleased with the flow of students through their institutions.

Student course evaluations continue to be very good, with the majority of students documenting a positive learning experience. We have attempted to survey past students but with a very poor response rate. We are planning to send the future surveys utilizing Survey Monkey to hopefully improve the response rate.

The program has met the American Society of Clinical Pathologists requirements for a formal structured phlebotomy program and now has access to the ASCP Program Performance Report. This access allows us to view our students' national certification scores going forward.

Welding

CIP Code: 48.0508
 Career Cluster: Manufacturing
 Career Pathway: Production
 Program of Study: Welding Technology/Welding

Program Title: Construction Welding Technology
 Degree Type: 03 - Associate of Applied Science (AAS)

Program Title: Production Welding Technology
 Degree Type: 03 - Associate of Applied Science (AAS)

Program Title: Basic Construction Welding
 Degree Type: 30 - Certificate

Program Title: Advanced Construction Welding
 Degree Type: 20 - Certificate

Program Title: Production Welding
 Degree Type: 20 – Certificate

Program Title: Oxy-Acetylene Welding
 Degree Type: 30 - Certificate

Program Title: Gas Metal Arc Welding
 Degree Type: 30 - Certificate

Program Title: Gas Tungsten Welding
 Degree Type: 30 - Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	264	379	376	418	480	1917
Credit Hours	554	799	776	872	991	3992

FY Enrollments Dual Credit	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
Duplicated Headcount	127	36	80	50	80	373
Credit Hours	254	72	160	100	160	746

Degrees/Certificates Awarded

Program Title	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Grand Total
AAS Welding Construction						0
AAS Welding Production						0
CERT Welding Technology	3	4	1			8
CERT Basic Construction Welding		3	7	3	3	16
CERT Advanced Construction Welding			5	2	1	8
CERT Production Welding			3	2	1	6
CERT OXY-Acetylene Welding			8	2	1	11
CERT Gas Metal Arc Welding		5	5	4	8	22
CERT Gas Tungsten Arc Welding		1	9	2	2	14
	3	13	38	15	16	85

Action (*ONE Action per template*)

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

Improvements & Rationale for Action

Demand for the program as reflected in the enrollments has continued to be strong over the last five years. Dual credit enrollments continue to be steady. We do anticipate a slight increase in dual credit enrollments over the next few years due to agreements to add dual credit welding at additional high schools. The AAS degrees were approved during this last review cycle. Many students who have completed certificates are now pursuing the appropriate Associate in Applied Science degree.

In FY 2009 IVCC was approved as an American Welding Society (AWS) Accredited Testing Facility (ATF). IVCC's full-time instructor and program coordinator is an AWS/CWI and serves as the Facility Representative and the Test Supervisor. IVCC's full-time manufacturing instructor serves as the Quality Assurance Manager. To date 134 total AWS Certifications have been issued with 20 of those earned by IVCC students. In the spring of 2102 IVCC was able to add eight AWS Testing courses to the curriculum.

The welding program has a very active advisory committee. Recommendations by the advisory committee resulted in the addition of the two AAS degrees and eight AWS testing courses that allow students to earn industry-recognized credentials. The welding program

coordinator works closely with the Business Training Center to offer contract training for local employers and is a member the local AWS chapter.

Students are able to take advantage of flexible course scheduling. IVCC offers day, evening and Saturday course sections. Sections are offered in 8, 14, and 16 week sessions. Students are able to take 2-3 welding courses every 8 weeks along with 1-2 for 14 or 16 weeks. If there is additional demand, the current schedule, staff availability, and facilities can still accommodate additional sections to be added.

Through ICCB Perkins Grant funding IVCC has been able to purchase additional welding equipment for the lab and maintain the current equipment. IVCC is one of 21 Illinois Community Colleges who formed a consortium called the Illinois Network for Advanced Manufacturing (iNAM), led by Harper College, to submit and receive a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant in the 3rd round of funding. The 30 credit hour Production Welding Certificate and the 66 credit hour Welding Production Technology AAS degree are two of the targeted programs in IVCC's application. Not only have curriculum improvements been made through the grant process, but also additional equipment and instructional DVDs have been purchased to enhance these programs. Marketing efforts to recruit students to manufacturing-related careers should have positive effects on program enrollments, certificate and degree completions, and the number of industry (AWS) credentials that are earned.

IVCC is currently investigating adding virtual welders to the curriculum to reduce laboratory supply expenses, increase the amount of hands-on training each student receives, and to practice safety procedures before using actual equipment.

2013 Academic Discipline Area Reviewed

Physical and Life Sciences

Improvements & Rationale for Action

The Natural Sciences (Life and Physical) remain strong areas among the academic offerings of Illinois Valley Community College. We have fourteen full-time faculty members and ten to fifteen adjuncts teaching each semester.

A major improvement since the last review was the major renovation of the Life and Physical Sciences labs. Each renovation cost more than one million dollars and included the following changes:

- Individualized areas of instruction for microbiology, anatomy and physiology, physics, geology and geography, as well as organic chemistry;
- All new electrical, plumbing, and air handling systems;
- Major advances in instructional technology. Each lab has multiple instructor work stations including new computers with appropriate instructional software, document cameras, and a Smart Board in the organic chemistry area;
- Each student work station has video screens for the viewing of instructor demonstrations and software animations;
- Each lab has computer work stations for students as well.

On-line learning continues to be a priority within the division. As an example, a new course added since the last review is a geology course on Natural Disasters. A hit with students, the enrollments have been very good early on.

Technology also remains very important in the pedagogy of instruction. The chemistry department has added a \$20,000 nuclear magnetic resonance instrument. This piece of machinery allows for better identification and analysis of organic compounds, especially in our organic chemistry labs.

Instructional pedagogy also remains at the forefront of student learning. As an example, one of our anatomy and physiology instructors took a mini-sabbatical to enhance student opportunities with Blackboard. Exams, assessments, video-tutorials, quiz banks, and other on-line materials are being developed to enhance student learning.

The division has also increased its offerings in the dual credit arena. Courses in introductory chemistry, introductory biology, and environmental biology are offered for dual credit.

Due to continually low enrollments and a lack of employment for graduates in the district, the College Board of Trustees voted to discontinue the Horticulture program.

Future goals include the continuation of increased offerings for students in terms of the pedagogy of instruction. More instructors plan to incorporate additional instructional methodologies like Blackboard offerings of those, and others, previously listed.

The college will continue to look at additional dual-credit opportunities with the local high schools.

The anatomy and physiology department will be involved in the purchase of a new cadaver in the coming year. The goal is to purchase a body of a relatively young age, less than 50. This will afford students the opportunity to student body structures in a typically better physical and functional condition.

A final goal is the pursuit of additional activities to recruit students to our courses. These will include, but not be limited to, meetings with high school instructors and interactive tours for students in our labs and classrooms.

2013 Cross-Disciplinary Program Area Reviewed

Remedial/Developmental Education

Improvements & Rationale for Action

Since the last review of the developmental education program, several improvements have been made in the areas of curriculum, technology, fast-track options, and collaboration with secondary teachers. With developmental education, challenges are always present, and in the last five years, new challenges have arisen.

Improvements recommended in the last review include the following:

- To create online courses for MTH 0907: Intermediate Algebra and ENG 0909: English Lab.
 - Online sections for both courses have been created and implemented with varying degrees of success. ENG 0909: English Lab continues to be offered in both online and laboratory settings, and the course needs to be reviewed in both formats. After MTH 0907: Intermediate Algebra was offered for a few semesters, the class proved to have poor retention rates. Because students were more successful in laboratory and lecture classes, the online version was discontinued.
- To begin using data for informed program decision making.
 - The division administrative assistant continues to collect data on enrollment, retention, and success rates of all developmental courses. She also continues to keep statistics on the success of students in their first college-level math and English courses. We have found that our success rates in the lecture classes and the math laboratory exceed or meet national trends. Also, the division dean has presented select program data to the developmental faculty for their input.
- To better serve the needs of students wishing to attend IVCC but who don't have the skills to succeed in college.
 - The division dean has encouraged developmental faculty to assess and address not only content-area skills, but also soft skills (including responsibility and punctuality) and personal/professional goals. It is currently up to each instructor to incorporate instruction on these essential, non-content-area skills into his or her classroom; however, the mathematics laboratory devotes time to look specifically at barriers to success beyond a lack of math know-how. Also, the division dean has encouraged faculty to spread awareness among students of the academic support services that the college provides, including Peer Tutoring and the Writing Center. Some developmental students who qualify for accommodations in Disability Services meet regularly with employees in that setting for individualized

assistance.

- To develop a Refresher Algebra pilot with a feeder high school with the goal of improving math placement scores. (The pilot will be extended to all high schools.)
 - The division arranged to have a refresher algebra course featuring MyMathTest offered at Marquette Academy (Ottawa, Illinois); the students who participated and completed the program tested into college-level mathematics. Information about MyMathTest was shared with principals and superintendents from other feeder schools with an offer for us to teach the course. However, no one accepted the offer.
- To create blended courses for RED 0900: Basic Reading II and ENG 0900: Basic Composition II.
 - A blended section of ENG 0900: Basic Composition II has been created and offered. However, the enrollments in the course tend to be low, so it is only possible to run the course in the fall semester. A blended section of RED 0900: Basic Reading II has not been developed.
- To improve the marketing of specific developmental courses.
 - After a review of this goal, it was determined that it was more important to focus on other areas of developmental education, including the creation and implementation of fast-track developmental courses in mathematics and English.

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

- A fast-track developmental mathematics course has been developed. Due to changing views on developmental education across the nation, including a growing acknowledgment that not all developmental students need a semester-long refresher in pre-college skills, the developmental and college mathematics faculty created Fast Track to College Math, an intensive two-week review of intermediate algebra. Students who successfully complete this review move automatically into either MTH 1008: General Elementary Statistics or MTH 1003: College Algebra; both have late-start dates. In order to dually enroll in Fast Track to College Math and a college-level math course, students must have specific placement scores that make them just shy of qualifying for college math. For our first two sections of fast-track math, all 34 students who enrolled completed the review portion, and 62% of them were successful in college math. This success rate is similar to that of students who have moved on to college math after taking a traditional developmental math class (with a mean and median of 66% from 2009-2013). The program is slowly growing with two sections of fast-track math being offered in Fall 2014.
- Also due to changing views on developmental education, a fast-track developmental English course was developed. A project team comprised of full-time English faculty investigated various models of combining developmental and college English in fast-track fashion, and they decided on the following model: students who tested just shy of college English would enroll in ENG 1001: English Composition I as well as a developmental English class that would meet twice a week for fifty minutes. In the

developmental portion, the students would receive individualized instruction based on their diagnosed needs. We ran a pilot of this course in Spring 2014, and of the six students who enrolled, five were successful in college English. Another fast-track class is on the Fall 2014 schedule, and it filled to capacity the week of May 19-23, 2014. There is growing interest in fast-track English among students who qualify for this option, but it is difficult to offer additional sections because the class requires an instructor with a master's degree in English. We do not have an adequate number of master's-qualified English teachers to grow the fast-track program under this model; another full-time English faculty member with a master's degree in the subject would likely have to be hired.

- The curriculum for MTH 0906: Basic Algebra and MTH 0907: Intermediate Algebra was rewritten to better align with the Illinois Articulation Initiative and the Common Core Standards. The courses continued to use MyMathLab as a supplement to the course. Textbook assignments, quizzes, and tests were all rewritten, and a new textbook was chosen to supplement those changes. The curriculum changes were implemented in 2011.
- The curriculum for English 0900: Basic Composition II underwent an intensive review process led by the dean, the full-time college English faculty, and the developmental English faculty; as a result, the curriculum changed for both the lecture and laboratory classes. The class used to have a paragraph and grammar/punctuation focus, with five required paragraphs and three required essays. Under the new model, five formal essays (narrative, comparison/contrast, cause/effect, argumentative, and analysis) are required; paragraph and grammar/punctuation instruction is to be embedded into the composition instruction. A new textbook allows for a balanced literacy approach, with strong readings incorporated. Several faculty have chosen to incorporate novels into their classes as well.
- To establish a consistent and clear measure of improvement in writing ability, an exit examination (Accuplacer) was incorporated into ENG 0900: Basic Composition II. All students finishing the course in both the lecture and laboratory settings must complete this exam, and it is scored by computer. The institution of Accuplacer provides an objective measure that ensures that all students completing developmental English are fully prepared to move on to college English.
- The college received a grant (Bridging the Gap) to increase collaboration between college faculty and English/mathematics teachers from our feeder schools. Through the activities involved with this grant—including meetings, online discussions, and vertical curriculum alignment—the secondary teachers were able to see how their curricula aligned with the Common Core Standards and the curricula for our developmental English/mathematics courses. Several secondary teachers reported that these activities helped them to see how to better prepare students for college since the developmental curriculum provides students with skills for college readiness that they should have received in high school. The college faculty benefited by learning more about the cultures and curricula of our feeder schools and strengthening relationships with area teachers. Another opportunity for having conversations between the college faculty and secondary teachers involved an

annual joint professional development day co-sponsored by the college and the La Salle County Regional Office of Education. At this event, college faculty and secondary teachers shared information and discussed their curricula. The dean and college faculty plan to continue to keep an open line of communication with our feeder schools and to seek out further opportunities for conversation and collaboration.

- Developmental mathematics has incorporated a program called MyMathTest, which is offered to students as either a preparatory tool prior to taking the placement test or as an instrument to review and improve placement in mathematics. Students interested in reviewing any level have that option. Those students who truly use the program as designed have had success. Flyers with information are available in the Counseling Center, the Assessment Center, and the Math Learning Center.

Other strengths since the last report include the following:

- The implementation of select flipped classrooms in developmental mathematics.
- The pairing of RED 0800: Basic Reading I with SSK 0904: College Study Skills.
- The creation of digital literacy and listening learning outcomes/competencies for RED 0900: Basic Reading II.
- A lecture section of ENG 0800: Basic Composition I, which used to be held in only a laboratory setting, has been created and implemented.
- The developmental English laboratory has added much online support for students.
- Developmental reading is currently undergoing a redesign in an effort improve already strong curricula.
- College-level faculty have collaborated with developmental faculty on multiple project teams, allowing for exchange of ideas.
- Select full-time college English faculty have taught developmental English, allowing for ideas to be formed about how developmental English aligns with college English.
- Full-time mathematics faculty have taught in the developmental mathematics laboratory, also allowing for exchange of ideas about vertical curriculum alignment.
- The cut scores have been reviewed, with select changes.

Enrollment Trends/Placement

Enrollment in developmental education classes increased from FY 2009-2011, which reflects an increase in enrollment that the whole college experienced during this time. As college-wide enrollments dropped in FY 2012 and 2013, so too did developmental enrollments decrease. Instruction continues to be allowed in both individualized laboratory and lecture formats, with some classes being offered in blended/online format.

Enrollment in Required Developmental Courses

- *English (800, 801, 802, 803, 900, 911, 912)*
- *Math (900, 906, 907)*
- *Reading (800, 810, 811, 812, 900, 910, 911, 912)*

	FY 2009	FY 2010	FY 2011	FY 2012	FY2013	Grand Total
English						
Headcount	672	664	681	718	587	3322
Credit Hours	1430	1526	1513	1426	1327	7222
Math						
Headcount	995	1147	1217	1180	1048	5587
Credit Hours	3863	4442	4731	4562	4055	21653
Reading						
Headcount	452	423	462	376	347	2060
Credit Hours	836	873	946	774	737	4166

The following chart illustrates the success rates, defined as a grade of C or better, in all required developmental mathematics, reading, and English courses.

Success Rates of Required Developmental Students

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
English	58%	61%	58%	53%	55%
Mathematics	57%	57%	58%	51%	51%
Reading	58%	61%	65%	60%	63%

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

Success Rates of Required Developmental Students at the Next Level

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
English	63%	65%	65%	60%	70%
Mathematics	73%	64%	68%	66%	56%

An emerging pattern, as has been noted in previous reports, is the enrollment of students who lack the basic skills to succeed in college. Typically, these students have been placed into Adult Education courses or developmental education courses and, unfortunately, have not been successful. We do not currently have an alternate pathway for these students, such as a certificate of participation in a select number of college courses. Need remains for developmental education, Adult Education, and/or Disability Services to investigate this possibility and act on whatever conclusion is deemed best.

Staffing

Staffing of developmental education has had some changes. Both of our full-time developmental mathematics instructors retired. An internal part-time instructor was hired

to take the place of one of them, and a search is underway to replace the other one. The transition of the new full-time mathematics instructor has gone smoothly. Also, the Dean of English, Mathematics, and Education recently retired, and a search is underway for her replacement. An interim dean has taken her place. These changes in leadership will bring new ideas in years to come but may also present unforeseen challenges. The other two full-time developmental instructors (one in English and the other in reading) have not changed.

This past academic year, 33 part-time instructors taught in the laboratory settings and lecture classes. While our part-time instructors are excellent, the large number creates problems. The part-time instructors have relatively high turnover in the lecture classes, creating a need for the dean and/or his/her designee to train the new hires. It is also very difficult to gather the group for such essential activities as planning, sharing, and development. Teaching developmental education is different than teaching college-level classes mainly because of the types of students and the experiences and problems they bring into the classroom. The last few years have brought more students with poor basic skills and with disabilities. This makes professional development activities for instructors essential. However, budget woes have made it difficult for the division to finance meaningful professional development opportunities.

Placement

IVCC continues to have mandatory placement in English and mathematics. English, math, and reading instructors feel strongly about the importance of placement, and they feel that the current placement system is working well overall. Instructors typically review placement scores every two years to see if any adjustment is needed. In the last five years, the required ACT score for placement into college English was actually lowered at the suggestion of Institutional Research and the English Placement Team.

Placement scores show an increase in the number of students placing into developmental English, but the numbers of students placing into developmental mathematics and reading remain relatively stagnant. What these numbers suggest is the need for further collaboration with our feeder schools, with the aim of decreasing the high numbers of students placing into developmental education.

Also, while the number of students placing into developmental mathematics is high (between 87-88% from 2009-2013), it is worth noting that the percentage of students testing into developmental mathematics increased sharply from 57.39% in 2002 to 86.19% in 2008, in the years directly following the passing of the No Child Left Behind Act, and it has not declined since then.

The table below shows the percentages of students testing into developmental education from all feeder schools in our district.

<i>Subject Area</i>	Year	Number Tested	Percentage Tested into Developmental	Percentage Tested into College Level
<i>Mathematics</i>				
	2013	1,512	87.37%	12.63%
	2012	1,689	87.74%	12.26%
	2011	1,782	87.99%	12.01%
	2010	1,711	87.14%	12.86%
	2009	1,718	88.47%	11.53%
<i>Reading</i>				
	2013	1,271	34.78%	65.22%
	2012	1,493	34.16%	65.84%
	2011	1,619	30.88%	69.12%
	2010	1,541	29.33%	70.67%
	2009	1,556	29.76%	70.24%
<i>English</i>				
	2013	1,208	56.37%	43.63%
	2012	1,332	55.25%	44.75%
	2011	1,541	51.46%	48.54%
	2010	1,509	47.51%	52.49%
	2009	1,496	32.95%	67.05%

IVCC shares placement results with feeder high schools at three annual meetings: Counselor Convocation, the high school mathematics teachers meeting, and the high school English teachers meeting. Also, IVCC has worked on vertical curriculum alignment with our secondary teachers through multiple venues: Bridging the Gap meetings and other activities, along with the annual joint professional development day with the La Salle County Regional Office of Education. IVCC hopes to continue to work with area high schools on curricula so that mathematics, English, and reading are aligned.

Challenges/Possible Areas for Improvement

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

- To investigate and implement further fast-track opportunities for developmental education.
 - Due to changing ideas about developmental education, we want to ensure that we are not seeing our students in black-and-white terms (either college ready or not). Not all developmental students need semester-long remediation in traditional format. Our new fast-track English and mathematics courses are steps in a positive direction, and we hope to investigate and implement other possibilities.
- To improve our retention rates in specific areas.

- We know from research that, the faster students move through developmental education, the more likely they are to move into college classes. There is need to determine specifically where students are lagging in developmental education and to improve those areas.
- To improve our use of data across all areas for continuous quality improvement.
 - There is continued need for all full-time developmental faculty to seek out data pertaining to their specific areas. In consultation with the dean, they should make/continue to make data-informed program decisions.

2013 Student and Academic Support Services

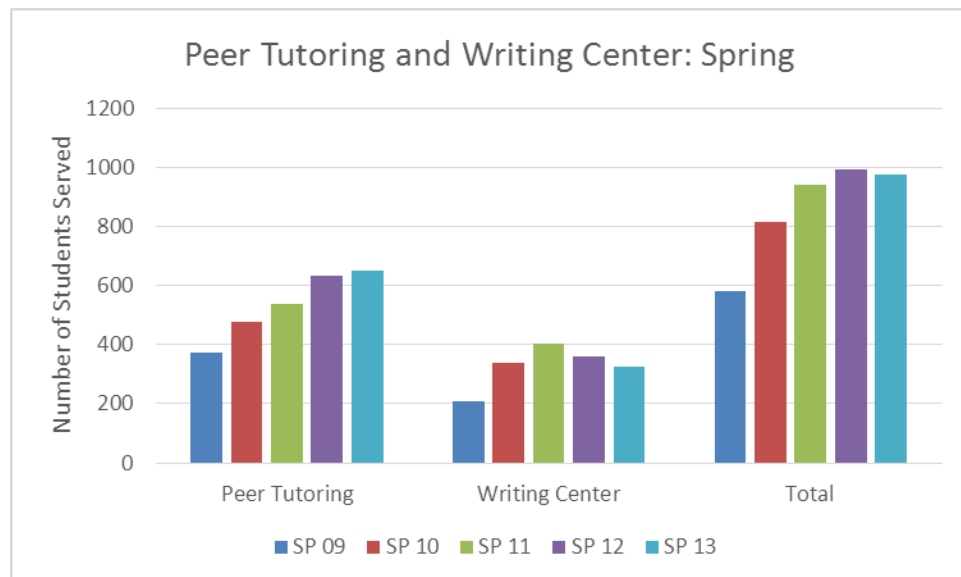
Tutoring/Study Skills/Learning Support/Assessment/Disability Services

Peer Tutoring/Writing Center

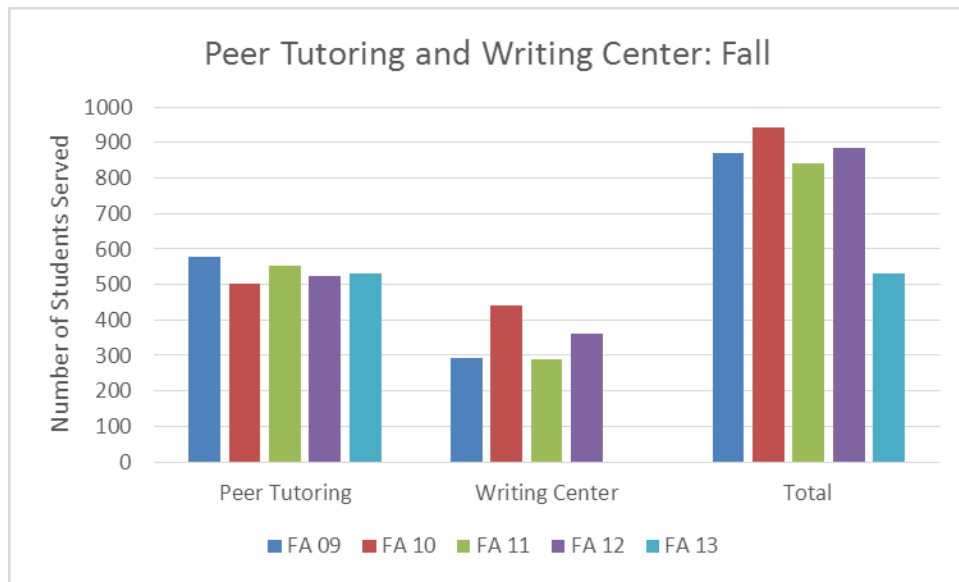
Major Findings and Improvements/Modifications to the Area

Since the last ICCB report, Peer Tutoring/Writing Center has experienced a significant change in leadership that has had some positive effects. The former Writing Center Director, whose contributions to her area were excellent, left the college to accept a new job at another institution. A new director was hired; as with the former one, she is a full-time college English faculty member whose Writing Center duties comprise part of her contractual workload. As a result of this staffing change, there has been an increase in collaboration between the Writing Center and Peer Tutoring. The Writing Center serves students who are working mainly on writing, reading, and speaking tasks; Peer Tutoring serves students who are working primarily on math, science, and many other subject areas. In the past, the boundaries between what the Writing Center does and what Peer Tutoring does have presented some challenges. However, because the new Writing Center Director and the longtime Peer Tutoring Coordinator currently engage in a healthy exchange of ideas, these challenges have subsided. On both sides, the directors and tutors now talk with one another about areas of concern; brainstorm ideas for improvement; and maintain a judgment-free zone for learning that is conducive to asking all questions, no matter how trivial they may seem.

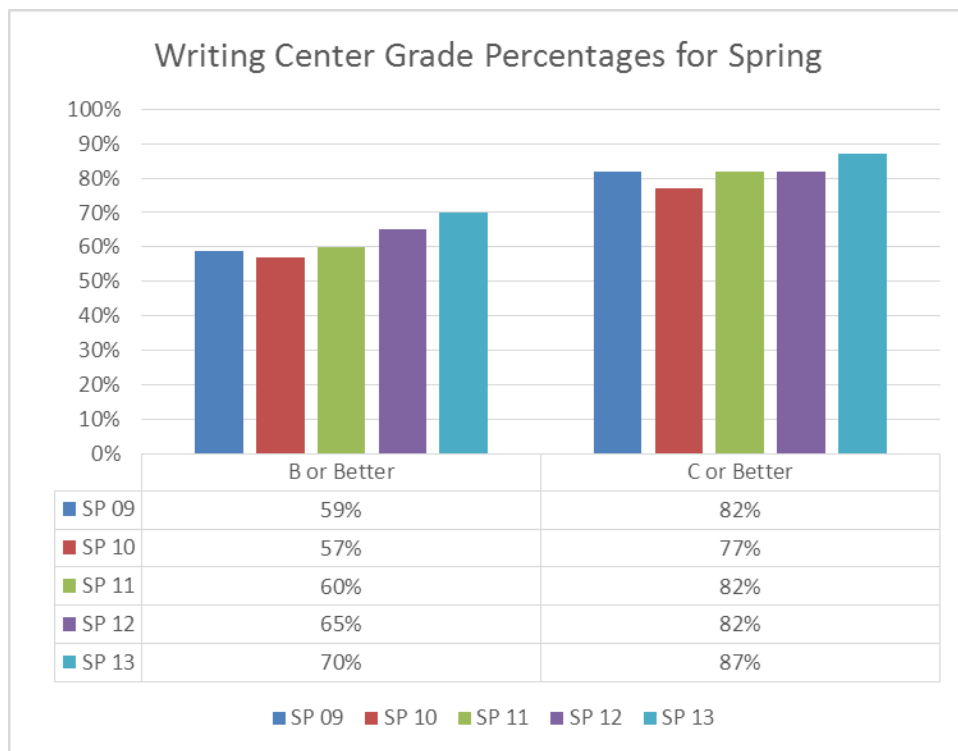
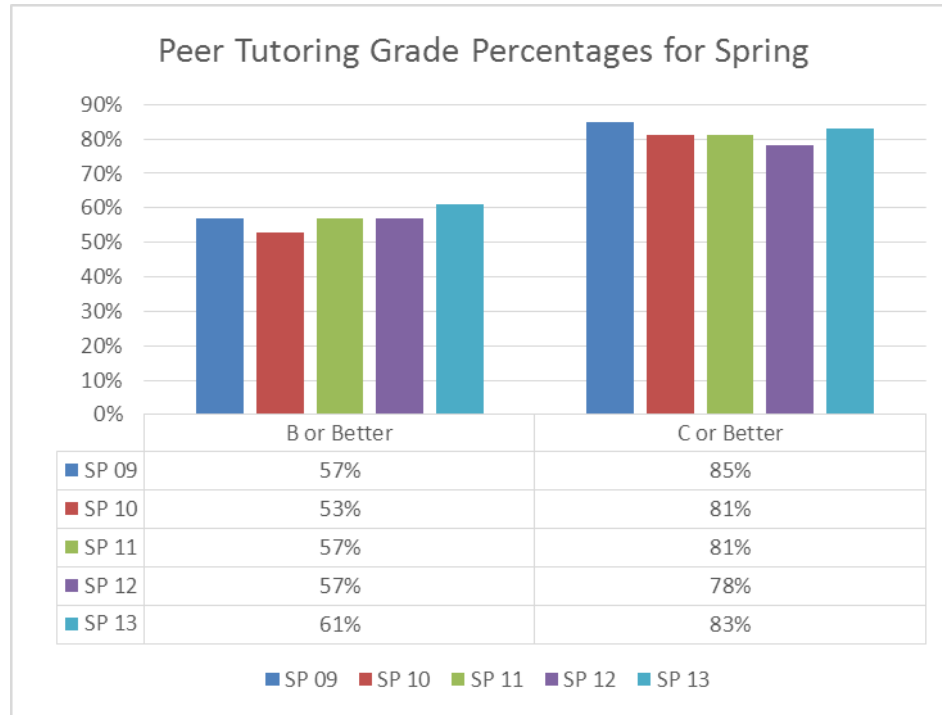
The charts below show the tutoring utilization trends and the success of students who have received tutoring.



Semester	Peer Tutoring	Writing Center	Total
SP 09	373	209	582
SP 10	479	337	816
SP 11	537	403	940
SP 12	635	358	993
SP 13	651	325	976



Semester	Peer Tutoring	Writing Center	Total
FA 09	578	292	870
FA 10	502	440	942
FA 11	552	290	842
FA 12	523	362	885
FA 13	532	Data Not Avail.	532



One improvement since the last ICCB report has been the college-wide impact of the Writing Across Campus Team. This is a group of mostly English teachers, led by the Writing Center Director, which promotes the use of writing in the classroom. The team also presents on topics pertaining to writing and the assessment of composition across campus

(not the same thing as the Writing Across the Curriculum initiative that is popular in many secondary schools). The focus of the group is to encourage the effective use of writing in all disciplines and to assist all teachers with improvement of writing assignments, assessment of student writing, use of the Writing Center, and related topics. The group presented to a mixed group of secondary and college teachers at the fall 2013 development day on different types of writing assignments seen in college. The group has also presented to IVCC instructors outside of the English discipline on creating effective writing assignments and assessing writing, providing handouts and tip sheets.

Additionally, the Writing Center has initiated a service for English as a second language (ESL) students called Conversation Partners. During Conversation Partner tutorials, ESL students talk with tutors on a variety of topics; the point is to provide students with conversational English-speaking opportunities that they may not receive at home. This initiative has been successful, with students taking advantage of the service and reporting that it is a worthwhile way to practice their English speaking; however, we need to continue to build awareness of it across campus.

In both the Writing Center and Peer Tutoring, tutors have worked closely with Disability Services employees to determine how to best meet the needs of students. Over the last few years, this increase in collaboration has helped many students to be successful when they otherwise would not have been.

In Peer Tutoring, the coordinator and tutors have worked closely with the developmental mathematics instructors. Specifically, peer tutors are being used in flipped classrooms as a way to reach more students. The students watch videos at home and learn a new piece of material; in class, the students work on problems and ask questions. The teachers and students report that they like the added support in the classrooms. Quite often, after class, the students follow the peer tutor to the Peer Tutoring Center and receive more help. Additionally, the Peer Tutoring Coordinator has been coming into the developmental mathematics laboratory. She walks through the setting to talk to students and see how they are doing; these conversations allow her the perfect opportunity to raise awareness of our tutoring services among our developmental education students, many of whom are at risk.

Staffing Issues

Our Writing Center Director's qualifications are excellent, with a master's degree in English from Northern Illinois University and many years of teaching experience at multiple levels (including middle school, high school, community college, and university). Her status as a full-time English faculty member is an advantage; even though her Writing Center duties take away from her ability to teach composition classes, she still teaches composition. Subsequently, she is well equipped, from both a tutoring and instructional perspective, to deal with the issues that our students grapple with when writing.

Additionally, the Writing Center employs a mixture of instructor and student tutors. This combination is excellent due to the high difficulty level of some of the material that students bring into the center, including written work in MLA, APA, and Chicago style.

Additionally, students sometimes bring in writing of a sensitive nature—including grade/financial aid appeal letters—and it would not be feasible to have student tutors working with these tutees. The instructor tutors serve as models for the student tutors, who often imitate what they directly observe the instructors doing. The student tutors can also ask questions of the instructor tutors. Due to the effectiveness of this model, it should be maintained in years to come.

Our Peer Tutoring Coordinator's qualifications are also outstanding, with a master's degree in Curriculum and Instruction from Olivet Nazarene University and more than 35 years of experience teaching in special education classrooms. She uses all of the incredible knowledge that she has accrued from her years of teaching experience to lead our Peer Tutoring Center.

However, need remains for a full-time Peer Tutoring Coordinator. Our current coordinator does a lot of different jobs, including talking to classes about the center, ensuring the proper completion of paperwork, attending meetings, training new tutors, and working directly with students. The hourly restrictions imposed by Affordable Care Act have placed some limitations on service hours. A full-time coordinator could teach study groups for classes and help teachers come up with new ideas to try in classrooms. This individual could also reach out to instructors of many disciplines to build awareness of Peer Tutoring's services, which are a crucial retention piece for our college. The part-time status of this position will be reevaluated in the next budget planning cycle.

Additionally, it was necessary to cut back in Peer Tutoring due to a college-wide budget shortfall that resulted from a perfect storm of declining enrollments, decreasing property values, and decreased state aid. While this necessity may have helped the college to meet a budget goal, it did not serve our students' academic needs. It is essential to take a closer look at the budget in years to come to determine whether some, if not all, of the previous funding for Peer Tutoring can be reinstated. Another possible area for improvement is to have subject-area instructors tutoring in the center for a few hours each week, as the Writing Center does; these individuals would then serve as models for the peer tutors. However, the budget would have to permit use of this model, and the instructors' respective supervisors would have to agree.

Challenges/Possible Areas for Improvement

The Writing Center's Web page could use some modification. It is currently edited using CMS software, which is fairly limited. The page could be improved by using a more sophisticated Web editing software, such as MS Web Expression 4. The page's visual appeal could be enhanced, and it could be more editing friendly. Additionally, the Writing Center has many handouts on common topics that have emerged from tutorials over the years, such as MLA, APA, Chicago, outlining, and drafting. These materials are available to students when they visit the Writing Center, but it would be preferable to make them available online for both teachers and students to use. This collection of handouts could

also be enhanced by the Writing Center Director's collaboration with faculty in specific courses or disciplines outside of English to create documents tailored to their unique needs. Handouts specific to ESL could also be developed.

Additionally, there are some concerns about the facilities housing the Writing Center/Peer Tutoring at the main campus. The Writing Center/Peer Tutoring is located in an open space called the Learning Commons, in an open computer lab and near the Student Help Desk (which houses employees who can help students with a variety of technology questions). Having this combination of services in the same space is convenient for students, but the specific location is not ideal. First, the Learning Commons is located far from the main entrance, and often students arrive flustered and out of breath from running to their appointments after being unable to locate the space. Also, the Learning Commons is a long, high-ceilinged room that produces loud echoes and is a busy foot-traffic crossing for students. Many students use the space for socializing, becoming very loud at times. The room's noisiness and social atmosphere detract from tutoring sessions, as tutees are frequently distracted. Many students also express embarrassment that other students can overhear their tutoring sessions. Students sometimes ask tutors to whisper, which is an ineffective way to communicate during a session. This situation could be improved by keeping the three main services together—the Writing Center, Peer Tutoring, and the Student Help Desk—but creating a more private atmosphere for each one (perhaps by using partitions or moving the location altogether). We intend to further investigate all aspects of this space issue, including the feasibility of a move to a different location and/or the purchase of partitions. However, this is a challenging time in our college's history from a budgeting perspective, so we may have to explore other ways to improve the space that we have.

Our main extension site, the Ottawa Center, opened since our last report, and it has presented some challenges to the Writing Center/Peer Tutoring. The Ottawa Center is supposed to be a fully functioning site, with all/most of the services of the main campus. While we have been able to offer some tutoring hours at the new location, we have not been able to afford as many as are in demand due to budget woes. Additionally, the space is relatively small—there are only so many rooms—so there is not a space allocated to the Writing Center/Peer Tutoring. As a result, the tutors find themselves going wherever there is space available—sometimes the shared faculty office (with instructors present), sometimes the empty counselor's office, other times unused classrooms. Due to the shifting around of locations, it is at times not possible for students to find the Writing Center/Peer Tutoring despite the small size of the Ottawa Center, and some students have missed appointments. In future, we plan to designate more tutoring hours at this location (if the budget will permit us to do so); however, we do not see a solution to the problem of a

designated tutoring space beyond what we are already doing (using signs to show the tutoring space of the day).

Disability Services

Major Findings and Improvements/Modifications to the Area

The number of students with special needs requesting services has increased in the last five years, as illustrated in the following table.

Number of Students in Disability Services

<i>Year</i>	<i>Unduplicated Students</i>
FY 2009	107
FY 2010	142
FY 2011	141
FY 2012	154
FY 2013	161

Disability Services has concluded that the increase in numbers over the past few years is due to the following factors.

- 1) The number of students with disabilities entering college is increasing.
- 2) Disability Services has developed strong relationships with special education professionals in our feeder schools, with an emphasis on a tight transition process on both ends.
- 3) Disability Services continues to send a syllabus statement to all instructors about the need for students who need accommodations to self-identify and come forward.
- 4) Disability Services has provided many professional development opportunities to faculty, including presentations on in-service days, and the office has increased collaboration with faculty and staff in multiple areas (including the Writing Center/Peer Tutoring and developmental education). As a result of these opportunities, college employees are better equipped to help students to seek out the appropriate services.
- 5) The 2008 revisions to the Americans with Disabilities Act have allowed the office to provide services to more students due to the lessening of restrictions on documentation and the broadening definition of who qualifies as disabled.

The economic downturn of 2009 was another factor in the increased numbers in Disability Services. It sent more people looking for training, work, and economic resources at college; the increased enrollments college-wide translated into higher numbers in Disability Services, too. Some factors that made serving these students difficult included limited academic skills, little college knowledge, a lack of steady transportation, poor work/school balance, and major life issues outside of school.

Despite the higher numbers of students in Disability Services, our office has done a fine job in helping students to become successful in college, as shown in the table below.

Success Rates of Students in Disability Services

<i>Semester</i>	<i>Percentage of Students with a 2.0-4.0 GPA</i>
Fall 2011	63%
Spring 2012	65%
Summer 2012	52%
Fall 2012	68%
Spring 2013	70%
Summer 2013	82%
Fall 2013	68%
Spring 2014	67%

Demographics: Students' Disabilities

Our demographics of our students' disabilities have not changed much. There is a large group of students with learning disabilities and a continued steady increase of students with ADHD and mental health issues. There is a small but steady increase of students on the autism spectrum. Students with medical and sensory needs are a relatively low-incidence group.

Improvements

Data collection continues to improve due to streamlined processes. The division's administrative assistant collects data regarding the numbers of students served, and Disability Services keeps statistics on the students' different disabilities.

Transition services have gotten even stronger due to:

- 1) Positive relationships with special education professionals in our feeder schools;
- 2) An emphasis on a seamless transition on both the K-12 and postsecondary sides;
- 3) Our ability to provide first-semester advising/counseling to first-time students.

Another improvement is that Read & Write Gold, software that provides read-aloud services for reading and writing tasks, has become more visible among students and faculty due to training efforts, as has other assistive technology made available through Disability Services.

There are several initiatives in place that have made Disability Services focus more on wraparound services for our students with the greatest needs. For example, the office has created the Success Semester, a first-semester initiative geared toward students in the lowest level of developmental reading that steers them toward courses that they will have a high likelihood of passing, thereby promoting retention. Another initiative is the Strategic

Enrollment Management (SEM) Task Force, which has aimed to find ways to develop students' soft skills that are necessary for completing college; time management, concentration, study skills, test-taking skills, and organization are just a few. The SEM Task Force has presented workshops on these topics in developmental education classrooms as requested.

Additionally, new forms have been developed that support a variety of procedures within the office (including note taking, testing, and finding alternate texts). These forms have helped with data keeping and standardizing processes for performing certain tasks.

The addition of two student workers has allowed Disability Services to more efficiently serve an ever-growing population of students.

Challenges

Since 2006, the number of students that Disability Services serves has tripled (from 52 students in 2006 to 161 students in 2013). However, beyond the addition of two student workers, the staffing has remained the same; there are two part-time professional employees. Both of them have excellent qualifications, including graduate degrees and over fifty years of combined experience working in special education.

New services, innovations, and efficiencies to be investigated in the future that can help to address these challenges include:

- 1) Developing innovative projects that would help the students, including the following:
 - a. Success Semester/alternate program: Consistently putting in the necessary time to support and monitor students through their first semester of college.
 - b. Read & Write Gold: Providing continued, systematic training to students and teachers.
 - c. Wraparound services: linking students with other support professionals, providing workshops for them, and meeting on a one-to-one basis.
 - d. Student follow-up: Administering satisfaction surveys, sending meeting reminders, and checking in at midterm.
 - e. Outreach and transition services: providing ongoing support before and while students are in college as well as assisting with the transition into a four-year university/workplace.
 - f. Procedure improvement: Streamlining procedures for obtaining alternate texts and providing note-taking services to students.
 - g. Assistive technology: Learning more about the vast array of assistive technology available to students.
- 2) Creating systems that would make Disability Services run more smoothly, including the following:
 - a. Web site upkeep.
 - b. Policy and procedure review and revision.
 - c. Student refusal of accommodations.

- d. Documentation of decision making: procedure and rationale.
 - e. Test-reading guidelines, including clearer guidelines for when online testing would be appropriate.
 - f. Read & Write Gold training plan for students who may use it as a testing accommodation.
- 3) Data tracking and analysis of students and their performance/retention.

Furthermore, there is concern about the lack of space available to Disability Services employees and their students. There is always need to find rooms/space to meet or do testing, and the available testing spaces are not consistently ideal. To address the space needs, Disability Services will soon be relocating to another space on campus, which may help to solve many of these problems. Relatedly, there is an overwhelming amount of test-reading services that are needed. While the two part-time employees currently divide these responsibilities among themselves and with their student workers, this time-intensive task does take away from the completion of other tasks. Disability Services has had to resort to small-group testing in some cases to manage the workload. This is often less than ideal for students. Additional student workers added to the department for the next fiscal year will help to address test-reading needs.

Assessment Center

Major Findings and Improvements/Modifications to the Area

During the last five years, the Assessment Center has experienced significant change. The full-time coordinator resigned to move to another area; as a result, a new coordinator was hired. This transition has gone smoothly.

Also, IVCC recently became a Pearson Vue Testing Center. Currently, only GED testing is being administered. In the winter of 2015, all testing from Pearson Vue will be offered. This will create multiple opportunities for the students of IVCC and for others in the community. For example, education and nursing students will be able to test on site for entrance exams, and community members will be able to obtain certifications through Pearson Vue testing that are not available via coursework.

The Assessment Center has also had some changes in its administration of the GED. It now offers individuals the opportunity to test on a weekly basis as opposed to monthly. Testing is now computer based, and users receive results in usually 24 hours. Due to the increase in the amount of testing that is required, an additional staff member has been hired to serve as the GED proctor. This employee will also administer all other upcoming Pearson Vue testing when the Assessment Center begins offering it.

Furthermore, the Assessment Center now serves as the proctor for all exams for the Certified Proctor Technician Program recently launched at the college. Roughly a dozen persons have taken one or more of the program's four tests in the last academic year. Exams are administered from NOCTI/MSSC testing software. Currently, the Assessment

Center Coordinator is the only staff member in the center who is certified to proctor exams. Other staff will be certified in the near future.

Below, please find a table that depicts student use of the Assessment Center.

Student Use of the Assessment Center

YEAR	GED	NURSING	MAKE-UP	ACCUPLACER	OTHER
FY09	462	156	2837	5840	1920
FY10	409	183	2804	6785	2417
FY11	473	134	2331	6543	2432
FY12	358	200	2117	5845	1939
FY13	555	170	2020	5223	1697

Challenges/Opportunities for Improvement

At our new satellite campus, the Ottawa Center, we offer most of the Assessment Center services on a limited basis. Recently, we have seen more and more students wanting to take exams outside of offered hours in that site, and instructor requests for exam proctoring have increased. This fact has had some bearing on other staff that work at the satellite location, who are not trained to proctor exams but are expected to, and the expectation among students and faculty that this practice is allowable. When exams are proctored outside of Assessment Center hours, it is difficult to guarantee the security of testing and ensure that the students' needs (including accommodations and required lengths of time for testing) are being met. Being able to offer an additional day of services during the week would hopefully resolve this issue.

There have been major changes in some of the testing that the Assessment Center provides (including GED and CLEP). This fact has increased the need for training on a more frequent basis. For most of these testing services, staff have to be recertified on an annual basis. This takes time away from the office and also requires additional hours of the staff for training.

Furthermore, there can be challenges with staffing the Center. The Assessment Center is staffed by four part-time staff members who are led by a full-time coordinator. These four part-time employees work less than 20 hours per week each. There is also a proctor who is responsible for GED/Pearson Vue testing for about 10 hours per week. The Assessment Center is open about 50 hours per week between two locations. It is also required to administer testing outside of the office hours for different departments. The Assessment Center Coordinator is also off site several times a year to administer placement testing at local high schools. Staffing is a large challenge as there sometimes are no staff members in the office on a consistent basis. Due to the high volume of traffic in the office, consistency is very important in order to maintain logs and testing information. It would be ideal to either increase the hours of at least one of the part-time staff to also assist with the services that

are being outside of the office. Additionally, it would be beneficial to explore the option of having more than one part-time staff member staff the office at a time to better handle high traffic times of the day, offer a sense of security, and allow for appropriate break times for each staff member. These options will be reviewed during the next year in preparation for the next budget development cycle.

2014 Supplemental Report – Actions Taken in FY 2013 Based on Prior Reviews or Other Planning
or Quality Improvement Initiatives

Program Designated as Inactive: Horticulture

CIP Code: 01.0601
Career Cluster: Agriculture, Food, and Natural Resources
Career Pathway: Plant Systems
Program of Study: Applied Horticulture/Horticultural Operations, General

Program Title: Horticulture
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 10/01/2013 due to declining enrollments and the lack of employment opportunities in the IVCC District.

Program Designated as Inactive: Horticulture/Landscape Management

CIP Code: 01.0605
Career Cluster: Agriculture, Food, and Natural Resources
Career Pathway: Plant Systems
Program of Study: Landscaping and Groundskeeping

Program Title: Horticulture/Landscape Management
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:

Rationale for Action

This program was made “Inactive” on 10/01/2013 due to declining enrollments and the lack of employment opportunities in the IVCC District.

Program Designated as Inactive: Sustainable Horticulture

CIP Code: 01.0608
Career Cluster: Agriculture, Food, and Natural Resources
Career Pathway: Plant Systems
Program of Study: Floriculture/Floristry Operations and Management

Program Title: Sustainable Horticulture
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:

Rationale for Action

This program was made “Inactive” on 10/01/2013 due to declining enrollments and the lack of employment opportunities in the IVCC District.

Program Designated as Inactive: Tool & Die Maker/Machinist Apprentice

CIP Code: 48.0507
Career Cluster: Manufacturing
Career Pathway: Production
Program of Study: Tool and Die Technology/Technician

Program Title: Tool & Die Maker/Machinist Apprentice
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 11/01/2013 due to the fact that we had a nearly identical program also active (TECH 0084 – MACHINIST AND TOOL & DIE CERT) and it was confusing as to which program a student should enroll in. The curriculum for TECH 0084 was reviewed with our local DOL Apprenticeship & Training Program Specialist and it was determined that it would also meet the DOL Apprenticeship requirements. We are still able to meet employer needs with the remaining active certificate.

Program Designated as Inactive: Welding Technology

CIP Code: 48.0508
Career Cluster: Manufacturing
Career Pathway: Production
Program of Study: Welding Technology/Welder

Program Title: Welding Technology
Degree Type: 20 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 10/01/2013 due to the fact IVCC has replaced this one certificate with six welding certificates that target two specific welding settings (manufacturing vs. production) and specific types of welding processes (OAW, GMAW, TMAW). This certificate has become obsolete.

Program Designated as Inactive: Medical Transcription

CIP Code: 51.0708
Career Cluster: Health Sciences
Career Pathway: Health Informatics
Program of Study: Medical Transcription/Transcriptionist

Program Title: Medical Transcription
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 12/20/2012 due to declining enrollments and the lack of employment opportunities in the IVCC District. This was discussed with our Nursing Advisory Committee and they indicated they were not requiring certification for employment.

Program Designated as Inactive: Medical Coding Certificate

CIP Code: 51.0713
Career Cluster: Health Sciences
Career Pathway: Health Informatics
Program of Study: Medical Insurance Coding Specialist/Coder

Program Title: Medical Coding
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 12/20/2012 due to declining enrollments and the lack of employment opportunities in the IVCC District. This was discussed with our Nursing Advisory Committee and they indicated they were not requiring certification for employment.

Program Designated as Inactive: Psychiatric Rehabilitation

CIP Code: 51.1502
Career Cluster: Health Sciences
Career Pathway: Therapeutic Services
Program of Study: Psychiatric/Mental Health Services Technician

Program Title: Psychiatric Rehabilitation
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 10/01/2013 due to no enrollments and no demand for the certificate. This was a collaborative offering with the University of Chicago Center for Psychiatric Rehabilitation and one local employer to certify their staff.

Program Designated as Inactive: Teacher Technology

CIP Code: 13.0501
Career Cluster: Education and Training
Career Pathway: Administration and Administrative Support
Program of Study: Educational/Instructional Media Design

Program Title: Basic Teacher Technology
Degree Type: 30 – Certificate

Program Title: Advanced Teacher Technology
Degree Type: 30 – Certificate

Action

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

Rationale for Action

These programs were made “Inactive” on 10/01/2012 due to declining enrollments and the lack of employment opportunities in the IVCC District. These were discussed with our Education Advisory Committee and they indicated there were no longer positions requiring these types of certification for employment.

Program Designated as Inactive: School Tech Coordinator

CIP Code: 11.0901
Career Cluster: Information Technology
Career Pathway: Network Systems
Program of Study: Computer Systems Networking and Telecommunications

Program Title: School Technology Coordinator
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 10/01/2012 due to declining enrollments and the lack of employment opportunities in the IVCC District. This was discussed with our Education Advisory Committee and they indicated there were no longer positions requiring this type of certification for employment.

Program Designated as Inactive: Warehousing & Distribution Certificate

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 & Distribution Certificate
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was made “Inactive” on 04/30/1014 due to declining enrollments and the lack of employment opportunities in the IVCC District. This was discussed with our Warehousing Advisory Committee and they indicated they were not requiring this type of certification for employment.

Program Designated as Withdrawn: Food Service

CIP Code: 12.0507
Career Cluster: Hospitality and Tourism
Career Pathway: Restaurants and Food/Beverage Services
Program of Study: Food Service, Waiter/Waitress, & Dining Room Management/Manager

Program Title: Food Service
Degree Type: 20 – Certificate

Action

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

Rationale for Action

This program was “Withdrawn” on 10/01/2013 due to the fact that IVCC has terminated its contract with the Illinois Department of Corrections to provide instructional programming at the Sheridan Correctional Center.

Program Designated as Withdrawn: Horticulture

CIP Code: 01.0601
Career Cluster: Agriculture, Food and Natural Resource
Career Pathway: Plant Systems
Program of Study: Applied Horticulture/Horticultural Operations, General

Program Title: Horticulture
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was “Withdrawn” on 10/01/2013 due to the fact that IVCC has terminated its contract with the Illinois Department of Corrections to provide instructional programming at the Sheridan Correctional Center.

Program Designated as Withdrawn: Beginning Welding

CIP Code: 48.0508
Career Cluster: Manufacturing
Career Pathway: Production
Program of Study: Welding Technology/Welder

Program Title: Beginning Welding
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was “Withdrawn” on 10/01/2013 due to the fact that IVCC has terminated its contract with the Illinois Department of Corrections to provide instructional programming at the Sheridan Correctional Center.

Program Designated as Withdrawn: Commercial Custodial Training

CIP Code: 19.0699
Career Cluster: Education and Training
Career Pathway: Teaching/Training
Program of Study: Housing and Human Environments, Other

Program Title: Commercial Custodial Training
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was “Withdrawn” on 4/30/2014 due to the fact that IVCC has terminated its contract with the Illinois Department of Corrections to provide instructional programming at the Sheridan Correctional Center.

Program Designated as Withdrawn: Computer A+ Certification

CIP Code: 15.1202
Career Cluster: Manufacturing
Career Pathway: Maintenance, Installation and Repair
Program of Study: Computer Technology/Computer Systems Technology

Program Title: Computer A+ Certification
Degree Type: 30 – Certificate

Action

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

Rationale for Action

This program was “Withdrawn” on 4/30/2014 due to the fact that IVCC has terminated its contract with the Illinois Department of Corrections to provide instructional programming at the Sheridan Correctional Center.

Contact Information:

College: Illinois Valley Community College

Name & Title: Sue Isermann, Interim Vice President for Learning & Student Development

Phone Number: (815) 224-0408

Email Address: Sue_Isermann@ivcc.edu

IVCC Five-Year Schedule of Program Review

FY 2015

CTE PROGRAMS

- 15.0503 Basic and Advanced Wind Energy Technology (Certificates [2])
- 51.3801 Nursing (AAS)
- 51.3901 Practical Nursing (Certificate)
- 51.3902 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])

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

- 11.0901 Computer Networking (Certificate)
- 11.1001 Computer Network Administration (AAS)
- 15.0303 Electronics & Electricians Technology (AAS) & Industrial Electrician (Certificate)
- 15.0411 Manufacturing Technology (AAS) & Computerized Numerical Control (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)
- 51.3501 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

- 15.1302 Computer Aided Engineering and Design (AAS) & Mechanical/Electrical CAD (Certificate)
- 15.1303 Architectural/Civil CAD (Certificate)
- 51.0601 Dental Assisting (Certificate)
- 51.0904 Paramedic (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

FY 2019

CTE PROGRAMS

- 47.0201 Heating, Air Conditioning and Refrigeration (Certificate)
- 47.0501 Tool & Die Maker/Machinist (Certificate)
- 48.0503 Certified Production Technician (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