Fiscal Year 2015

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board

Summer 2015

Illinois Valley Community College

District 513
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2014 Career and Technical Education Programs Reviewed

Renewable Wind Energy Technology

CIP Code: 15.0503
Career Cluster: Architecture and Construction
Career Pathway: Construction
Program of Study: Energy Management and Systems Technology/Technician

Program Title: Basic Renewable Wind Energy Technician
Degree Type: 02 – Certificate

Program Title: Advanced Renewable Wind Energy Technician
Degree Type: 02 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
Duplicated Headcount	N/A	88	111	91	65	355
Credit Hours	N/A	264	331	271	194	1,060

Degrees/Certificates Awarded

Program Title	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
CERT Basic Renewable Wind Energy Technician	N/A	1	9	11	4	25
CERT Advanced Renewable Wind Energy Technician	N/A	N/A	N/A	3	1	4
	N/A	1	9	14	5	29

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

Illinois Valley Community College began offering the Basic Renewable Wind Energy Technician Certificate in FY 2010 and the Advanced Renewable Wind Energy Technician Certificate in FY 2012. We have elected to review both programs during the same academic year coinciding with the deployment of the "Basic" certificate.

Both the 35.5 credit hour Basic certificate and the 53.5 credit hour Advanced certificate were developed as a result of an ATE-National Science Foundation grant which IVCC received in the fall of 2009. Through the grant entitled "Preparing a New Workforce for a Sustainable Economy" the College worked closely with employers to identify entry-level skills required for employment in the wind energy generation industry. During FY12 IVCC utilized an ICCB Pathway to Results (PTR) Grant to strengthen the secondary to post-secondary pathway and to develop strategic marketing materials, promotional & instructional videos, and a robust renewable wind energy program website (www.ivcc.edu/wind). The PTR process also highlighted the need for an alternative course for students unable to secure internships. As a result of feedback from the Wind Energy Advisory Committee, an OSHA-30 Hour General Industry course was created as an allowable substitution for the program.

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. Through the ATE-NSF Grant, a Federal Earmark from the Small Business Administration, and a recent capital campaign, IVCC purchased new dedicated wind training equipment for this program which are now housed in a dedicated renewable energy lab in the new Peter Miller Community Technology Center. While IVCC does not have a full scale wind turbine on our campus, our students are able to receive tower climbing training through an arrangement with Heartland Community College. Each year our Wind Energy program coordinator, works with HCC to allow our students to participate in a certified climb when their turbine is taken off-line for maintenance.

At the time when the Basic certificate was approved there were approximately 1000 wind turbines operating within a 50-75 mile radius of the College with at least another 600 proposed for construction in the near future. Unfortunately, most of those proposed turbines have not been built and the installed wind capacity has remained relatively constant since 2012 (http://www.midwestwindenergycenter.org/state_fact_sheets_2014_illinois). Management turnover at many of the wind farms made it difficult to coordinate dedicated Advisory Committee meetings in FY14 and FY15. In the spring and summer of 2014, the wind energy program coordinator, Dean of Workforce Development, and the Director of Continuing Education and Business Services visited four wind farms, a solar farm, a hydro-electric plant, and an ethanol plant in the IVCC district in order to get employer feedback and input. In FY16, the Wind Energy Advisory Committee will be combined with the Electronics and Industrial Electrician Advisory Committee.

The majority of the courses in these two certificates are also required courses in other programs and benefit from the combined enrollment from multiple programs. Course enrollments were initially high in this program; however, enrollments have dropped off in the last two years. Due to the declining enrollments, the required courses are now only available in the evenings.

Employment opportunities are still available in the district, but not at the same levels as when the program first started. Students pursing this program have also been able to gain employment in the solar power industry. Some students have reported gaining employment as industrial maintenance technicians in the general manufacturing industry. One national CNC manufacturer, regularly recruits interns from the wind energy program.

If enrollments remain low, this program has two options. The Program Coordinator can work with the Electronics and Electricians AAS degree program Advisory Committee to review the possibility of incorporating the renewable wind energy courses/content into the AAS degree or the College can look into the option offering the courses dedicated to the wind energy program every other year, using a "cohort" model to maximize enrollments. It is recommended that the program enrollments and completions be evaluated again in two years (FY 17) to determine a plan of action for the Renewable Wind Energy certificates and the wind courses.

Nursing (RN) & Practical Nursing (LPN)

CIP Code: 51.3801
Career Cluster: Health Science
Career Pathway: Therapeutic Services
Program of Study: Registered Nurse Training

Program Title: Nursing (RN)
Degree Type: 03 – Associate of Applied Science

CIP Code: 51.3901
Career Cluster: Health Science
Career Pathway: Therapeutic Services
Program of Study: Licensed Practical Nurse Training

Program Title: Nursing (LPN)
Degree Type: 20 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
Duplicated Headcount	1,889	1,909	2,038	1,927	1,742	9,505
Credit Hours	5,836	5,869	6,286.5	5,974.5	5,454.5	29,420.5

Degrees/Certificates Awarded

Program Title	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
AAS Nursing	57	52	64	62	57	292
CERT Licensed Practical Nursing	34	25	23	24	21	127
	91	77	87	86	78	419

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

Skills Labs and Seminar Rooms: The Nursing skills laboratories are updated on a regular/yearly basis as need arises.   The current labs resemble patient rooms with a student work area that easily accommodates 10-14 students at the center of each lab. Each lab has at least two patient care areas. Each area includes at least one adult medium level simulation Laerdal mannequin and another area with suction, IV pumps, feeding pumps, electronic BP arms, IV arms, O2 levels, Welch electronic vital sign machines and other equipment. There is one medium-level child simulator and one infant simulator that are shared and moved from lab to lab. A high fidelity simulator/mannequin has been added since the last report, as has a Pyxis Medication Administration System. These additions have enhanced ability to broaden the use of clinical simulation, an area that the faculty continue to expand their use. Although great strides have been taken in the last five years in the skills labs, simulation continues to be an area that needs to be evaluated and addressed each year. Additional funding, whether through additional course fees, grants, or other sources may need to be secured as we move forward.

The nursing computer lab is designated solely for the RN and LPN students and currently houses eighteen computers and a printer. In addition to the students having access to subject content computer programs in the lab, all of the computer programs being utilized in the nursing curriculum may be accessed from home computers. There is one full-time laboratory instructor (BSN-prepared nurse) who oversees the skills and computer labs. The Laboratory Instructor also serves as the Program Coordinator of Intake and Records.

Clinical Sites/Simulation Growth: The IVCC Nursing Programs currently have sufficient clinical capacity in most areas, with the exception of obstetrics and pediatrics. This is an area that needs continued observation and active involvement. Scheduling occurs between six in-district hospitals, two being designated as critical-access institutions. Of these six hospitals, three have closed their obstetrics units in the past five years; all pediatric units were closed prior to that. OB clinical rotations are currently scheduled in the three in-district hospitals that have designated Obstetrics units. With respect to pediatrics, students are assigned pediatric patients being cared for in our local hospitals when the opportunity arises. Students also have the opportunity to observe nursing care at a level-one trauma/pediatric hospital in the Peoria area. These are two of the areas that the nursing faculty will be expanding the use of simulation in the IVCC nursing skills labs.

With the increase in nursing programs and nursing students in our immediate area, IVCC continues to actively participate in the Peoria Nursing Educators Organization in an effort to maintain the clinical sites presently utilized.

Student Enrichment/Remediation: The IVCC Nursing Programs have utilized the Health Education Systems, Inc. (HESI) exit exam for graduating students since the mid-1990s. Since that time, HESI exams have been implemented throughout the program of study (at the end of each semester) to help determine content mastery. The nursing faculty noted a trend in RN pass rates hovering at the state or national standard or just below for the 2011 and 2012 graduate years. In addition, with the anticipation of the change in the NCLEX test plan and passing standards for both the RN and PN exams, the faculty implemented a remediation plan associated with the HESI exams to maximize student success on the NCLEX. Using established variables, students receive a remediation score and based on that score, an individualized remediation plan is implemented. In addition to this, remediation for the first and third semesters includes NCLEX-style questions.

Remediation for the second semester involves a case study remediation program taken during the summer between the second and third semester.

Another example of a direct change implemented by faculty review of student outcomes specific to licensure exam is the NCLEX-RN Plan for Success program implemented in the spring of 2013 following the HESI-IV (Exit Exam). Based on outcome data from the previous spring, this program was developed to identify students who may be at risk for not being successful on the NCLEX. This plan implements strategies to enrich knowledge and aid in success. Students who fail to achieve the established benchmark of 850 on the HESI-IV (Exit Exam) are now required to complete a four-week NCLEX Plan for Success which includes meeting with the program coordinator to review the HESI test analysis to determine areas that need further remediation and to create a success plan. The program coordinator monitors progress and communicates at regular intervals during this time frame to keep students focused and on-track for completion in the established timeframe. Upon completion of the four weeks, students in the Plan for Success program are administered an alternate version of the HESI-IV. Upon completion of the Plan for Success, the student's paperwork for completing the state licensure exam is submitted.

For the 2014 graduates who participated in the Plan for Success program (20 students), 85% raised their HESI score by an average of 187 points. Of the 20 students who participated in the Plan for success, 19 were successful on the NCLEX-RN on their initial attempt. NCLEX pass rates for both the Associate Degree Nursing (RN) and the Practical Nursing Certificate (LPN) are noted below:

		IVCC	State	National
Associate Degree Nursing:	2011	86%	88%	88%
	2012	90%	91%	90%
	2013	85%	83%	85%
	2014	96%	84%	82%
Practical Nursing:	2011	96%	87%	85%
	2012	100%	85%	84%
	2013	100%	88%	85%
	2014	96%	86%	82%

Data will continue to be monitored and connected to determine the effects of testing and student remediation on student success.

Continuation of Accreditation by the Accreditation Commission for Education in Nursing (ACEN): The IVCC Associate Degree Nursing Program completed a self-study report and a site visit was conducted by the ACEN in January 2015. The program was found to be in compliance with all six standards; it was recommended that continuing accreditation be granted for the maximum of eight years.

Employment Opportunities/Occupational Outlook & Meeting the Local Community Needs:
According to the United States Department of Labor, employment of registered nurses is projected to grow up to 19 % from 2012 to 2022, faster than the average for all occupations. Growth will occur for a number of reasons, including an increased emphasis on preventative care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the Baby Boomer population as they live longer and more active lives. State of Illinois Occupational Health Projections, as determined by the Illinois Department of Employment Services 2012-2022, project an increase in the need for Registered Nurses (10.51%), Licensed Practical Nurses (19.9%),

and Certified Nursing Assistants (15.29%). In addition to this data, the Illinois Center for Nursing Registered Nurse Workforce Survey 2014, conducted during the 2014 Illinois RN licensure renewal period from 3/6/14 to 5/31/14, was designed to collect data on the characteristics, supply and distribution of RNs in the State of Illinois. This voluntary report was completed by 52,902 RNs representing 31% of the total RN population in Illinois. The Workforce Survey provides information on the demographics of the current RN workforce, numbers of RNs in each age group, their cultural diversity and educational preparation and is believed will prove useful as health care planners project future health care trends in Illinois. Significant to the findings is the information regarding the aging of the RN workforce. Of those polled, 40% are 55-65 years of age or older. One-third of this group has indicated an intent to retire within the next five years. All this data points to the continued need for nurses (both RN and LPN) to be educated and enter the workforce in the state of Illinois. Analysis of 12 month post-graduate surveys of IVCC nursing students indicate that both RN and LPN students seeking entry-level employment have 100% employment rates (2011, 2012, 2013). Some graduates chose to accept only part-time employment while the majority of graduates are being employed in some aspect of desired number of hours of employment. Surveys indicate IVCC graduates are being employed throughout the IVCC college district and health care organizations in various parts of the state of Illinois. Graduates are obtaining jobs in a variety of health care settings including acute care, long-term care, primary care offices, clinics, home-health agencies, community clinics and correctional facilities. Graduates indicate they are obtaining employment the majority of the time with their first choice of employer indicating stability in the job market for nursing positions in the IVCC district. There is continued support from the Nursing Advisory Council membership and an open dialogue exists between the IVCC nursing faculty and administration and the Nursing Advisory Council members. An example of this support is the initiative through which five local hospitals contribute to the salary of one full-time nursing instructor. At the current time, our program meets the need of our local community.

Additional quality indicators not mentioned above:

Qualifications of Faculty: The nursing faculty is comprised of 12 full-time faculty members. Each full-time faculty member (100%) has a graduate degree with a major in nursing. Four full-time members (33.3%) are prepared at the Doctorate level. At the time of this report, there are three (3) part-time faculty being used at various times by the IVCC nursing program, all (100%) of whom have a master's degree in nursing. The educational level of all nursing faculty is consistent with the Illinois Department of Finance and Professional Regulation (IDFPR) requirements (Section 1300.230), ICCB guidelines, and the college requirements. Nursing faculty are supported in their professional development activities and are encouraged to attend not only local workshops, but also national workshops in maintaining their expertise in emerging trends and teaching practices.

Ratio of full-time faculty to students: Our program Advisory Council members support the recommendation of the Nurse Practice Act for a low faculty:student ratio. The ratio is 1 faculty to 8 students in most clinical areas. In some areas, such as Mental Health and Obstetrics, due to the patient population, the faculty-to-student ratio may be even less. Lecture classes range to a maximum of 40. But in these large lecture classes, four to five clinical/seminar groups are created to facilitate a small-group approach to exploring the subject matter. This low faculty:student ratio leads to student program satisfaction as indicated on the graduate surveys.

Other Recent Changes: In June 2012, a restructuring of the administration occurred in the Health Professions. When the Dean of Health Professions and Director of Nursing both resigned positions simultaneously the two positions were once again merged into one. Three Program Coordinator

positions were created to assist the Dean/Interim Director with responsibilities of the Nursing Programs: 1st Year Program Coordinator, 2nd Year Program Coordinator and Coordinator of Intake and Records.

Future Trends/Needs
- Maintaining the qualified, dedicated, experienced, and credentialed nursing faculty despite the inability to offer competitive salary rates or tuition reimbursement for nursing faculty desiring to further their education;
- Increasing simulation in the nursing labs, which will require an increase in costs of supplies and personnel to manage the simulation development and maintenance;
- Providing appropriate clinical opportunities despite declining patient census in local acute care facilities;
- Supporting educational mobility through agreements with colleges and universities offering baccalaureate nursing education;
- Keeping a careful awareness of IVCC nursing graduate job placements through both student and employer surveys and input from Advisory Council members;
- Maintaining and compiling data from the IVCC nursing systematic program plan of evaluation;
- Evaluating the work load of the Dean of Health Professions/ Director of Nursing to ascertain if the utilization of program coordinators is sufficient in meeting program needs.

Certified Nursing Assistant (CNA)

CIP Code: 51.3902
Career Cluster: Health Science
Career Pathway: Therapeutic Services
Program of Study: Nursing Assistant

Program Title: Certified Nursing Assistant (CNA)
Degree Type: 20 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
Duplicated Headcount	652	894	893	784	739	3,962
Credit Hours	5,060	6,948	6,874	6,104	5,678	30,664

Degrees/Certificates Awarded

Program Title	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
CERT Certified Nursing Assistant	283	358	395	342	308	1,686

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

In these past five years, the number of students enrolled in the IVCC Certified Nursing Assistant program and CNA Refresher course has remained steady. We believe this is due in large part to the fact that the CNA certificate is required for admission to the nursing program at IVCC. A second likely reason continues to be the depressed local economy, which has forced people to reenter the workforce and to do so in the shortest time possible. Local want ads clearly demonstrate the high demand for certified nursing assistants in the area. The CNA program is traditionally an eight-week course that qualifies students to test and obtain certification in a field of healthcare that allows hospital-based, long-term care, and home-care employment opportunity for graduates. IVCC CNA graduates are qualified for employment at any of the above mentioned facilities in the State of Illinois. The pay ranges from $10/hr. to $17/hr. depending on the agency, shift differential, and private/state facility designation. In response to demand from students and employers, IVCC offers day and evening courses on both the IVCC and Ottawa campuses with our nursing assistant

students continuing to be well received by the clinical sites for their hands-on training in LaSalle and Ottawa areas. At the present time IVCC has an adequate number of adjunct faculty to aid in instruction, both in the classroom and clinical areas. IVCC also offers a dual credit CNA program with the local area high schools (LaSalle-Peru Area Vocational Center, Ottawa Township High School, and Seneca High School); those enrollments have remained steady over the past five years. A CNA refresher course has been instituted and is currently being offered five - six times per year as determined by need. This course is designed for the CNA who has allowed their certification to lapse so that they may once again enter the workforce.

Recognizing the diversity of student backgrounds, economic statuses, educational levels and increase in number of ESL students, an assessment of reading was implemented in the spring semester 2015. We did see a slight drop in the enrollment for the spring 2015. We have not attributed this to the reading requirement, as there has not been specific feedback from students that wanted to enroll in the CNA course but could not due to not meeting the required reading level. The purpose of the reading assessment was to express the importance of communication among the health care staff and to better prepare the CNA for the work force. The enrollment numbers for summer 2015 were excellent we had openings for 56 students and 51 successfully completed the course. The enrollment for fall 2015 remains steady. We will continue to monitor the data to determine the effectiveness of this intervention.

Other Program decisions: The plan for the next five years includes offering the same variety of day and evening CNA classes at the Ottawa Center and IVCC campus. As enrollment numbers have not increased, we are planning to do some outreach and clinical site rotation. We are also inquiring about an Advance CNA program/certificate which would include phlebotomy and EKG technician skills. This would increase the total number of credit hours for this certificate to 16 and allow for students to enter the job market with additional skills and be eligible for financial-aid benefits. The Illinois Department of Public Health continues to discuss the possibility of implementing state certification exam testing on-line. As a result of this IDPH is recommending candidates learn to use technology prior to the testing deadline. The IVCC CNA program action plan is to expose students to computer testing prior to IDPH testing.

Marketing

CIP Code: 52.1804
Career Cluster: Marketing Sales and Service
Career Pathway: Professional Sales and Marketing
Program of Study: Marketing Associate in Applied Science

Program Title: Marketing
Degree Type: 30 – Associate in Applied Science

Program Title: Retailing/Merchandising
Degree Type: 20 – Certificate

Enrollments and Credit Hours

FY Enrollments	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
Duplicated Headcount	125	118	110	112	90	555
Credit Hours	375	354	330	336	270	1,665

Degrees/Certificates Awarded

Program Title	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
AAS Marketing	6	5	6	4	1	22
CERT Retailing/ Merchandising	3	3	6	6	1	19
	9	8	12	10	2	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

The marketing program at Illinois Valley Community College has continued to have success over the past five years. Our graduates are getting jobs during this tough economy, and their education has made the big difference. We have expanded our requirement for students to develop a Marketing Plan with a new/improved product. The students leave IVCC with an actual Marketing Plan that they can use as a tool to get a good job.

Our marketing program continues to generate revenue each year although the enrollment has decreased over the last year. More students are choosing the AAS in Business Administration because it opens up more avenues to jobs. Also, enrollment at IVCC has continued to drop as a whole, which is an overall trend that has filtered down to the Marketing program. We continue to succeed in the program with a very low budget. We have one full-time faculty member and multiple part-time instructors. Our part-timers are a huge asset to the program. They all bring real-world experience into the classroom that enhances the students' learning.   We have controlled costs and kept the quality of the program at the highest level.

We plan to increase the awareness of the program by being part of the annual Career Expo. We bring in hundreds of high school students and talk to small groups of them about Marketing careers, salaries, and the education needed to get a Marketing job. We hope this gets students thinking early about their career choice and encourage them to go into Marketing. The goal is to increase enrollment in the future. More online classes have been developed in the Marketing area. Most classes in the program can be taken during the day, night, online, or as a telecourse. The non-traditional student can get a degree without attending classes during the day. This will enable them to work full-time and still complete their degrees.

A graduate survey was sent to our graduates; results include:

1. 75% of the graduates stated that they were dissatisfied with their current job. This dissatisfaction is why they completed the Marketing program.
2. Because of the Marketing degree, 50% were hired after completing the program; 25% were hired during the program, and 25% were hired before starting the program.
3. Graduates were also asked about program satisfaction, satisfaction with the courses, and satisfaction of services. All indicated they were either very satisfied or most somewhat satisfied in all fields.

A Marketing program brochure has been created to help market the program and continue the increase in enrollment. This brochure will be used at multiple career fairs and college fairs to promote our program.

With the recovery of the economy, employers are looking for experts in the Marketing field to enhance their business and to recuperate economic losses during the recession. The job market for Marketing graduates looks very positive and the majority of marketing careers are shown to have many openings in the future.

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
Not applicable

2014 Academic Discipline Area Reviewed

Humanities and Fine Arts

Improvements & Rationale for Action

Background

At Illinois Valley Community College, disciplines of Humanities and Fine Arts, including world languages, philosophy, art, history, speech/theatre, film and gender studies, reside within the Division of Humanities, Fine Arts, and Social Sciences. These disciplines account for slightly less than half of the division's aggregate enrollment. The Humanities and Fine Arts areas provide general education and its related elective subjects in fulfillment of degree and transfer obligations and to enhance collegiate experiences as students become developed citizens. In choosing to take their general education here, such transfer-oriented students constitute the largest single group at IVCC.

Actions Promoting Quality

To align with the needs of our learner base, remain cost-conscious, and promote quality, the division has planned for success, relied on expert personnel, and focused on engaging learners and the community.

Planning for Success. A significant improvement in the context of IVCC's Humanities and Fine Arts programs occurred in the spring of 2014, when a review of values by the division led to refinement of mission and to the creation of a statement of vision. This then engaged the process of constructing a strategic plan, with the intent to coordinate goals and accomplishments, to provide forecasting, and to supply a rationale for appropriate budgeting.

The strategic vision, developed and approved by faculty, indicates a desire to be a collective force that can transform learners by exposing them to deepened, broadened, and more rigorous content to enhance their engagement as developed social citizens. The division, then, has as its basis the "educated citizen" model much discussed in the literature about general education. The elements of the founding mission statement and the vision statement generate key objectives of the division that are articulated in its strategic plan. The courses and departments within the Humanities and Fine Arts contribute to and take their imprint from the general goals of the division.

Relying on Expert Personnel. To fulfill strategic goals requires significant effort on the part of dean, staff, and faculty. The dean is well-published in academic areas and has held leadership roles in academic and community entities. The administrative assistant to the dean, with over twenty years of service, was the IVCC Support Staff Distinguished Service Award winner for 2005, and a finalist for that title in 2014 and 2015. The division staff attends internal development workshops and training to keep pace with the rapidly evolving nature of support issues in higher education. Division faculty maintain currency in their disciplines through attending conferences, courses, and institutes, as well as participating in the appropriate in-service, review and assessment processes for full and part-time faculty. Their credentials and contributions to regional and scholarly communities are exemplified by their engagement activities.

<u>Engaging Learners and the Community</u>.   Such activities include cultural field trips for students, assisted by donor or student affairs funding; public presentations; activity in professional organizations; publications; and dramatic and musical performances.   Some external performances educate those working with social issues, or provide avenues of empowerment for those who have disabilities. Local college-bound students are engaged by juried art exhibitions featuring student work from area high schools.   As these selected examples illustrate, Humanities and Fine Arts faculty have worked hard to foster connections between the arts, humanities, and the world outside IVCC, making the division a powerful means of communicating with the region served and of promoting the values of IVCC.

Challenges

Though we have an active faculty and staff engaged in fostering such connections, faculty development opportunities often pose challenges. Often because the budget cycles of host institutions preclude early publicity for conferences not yet finalized, conference and workshop dates are not known early enough for our own budgetary planning. Yet currency in fields and the enhancement of expertise are frequently best facilitated by attending appropriate workshops, conferences and institutes. Through careful allocation and some redistribution, the division was able to propose an increase in development funding for FY 2015, and will propose similar funding for the FY 2016 budget cycle.

Of course, hiring quality adjunct faculty for such a diverse group of subjects and maintaining that quality is an ever-important concern. Adjunct faculty benefit from division-sponsored workshops and in-services, as well as through participation in the IVCC Adjunct Faculty Development Academy, which provides outstanding resources for professionalizing part-time faculty.   Several factors can influence the availability of good adjunct instructors. Because the primary teaching environment of IVCC is daytime (either at the main or satellite campuses or for dual credit courses at the high schools) adjunct faculty must be sought who have flexible work possibilities in the day. Additionally, distance can potentially deprive us of the skills of the talented academic just outside our district. The Dean has worked to provide mileage stipends in such cases.

Dual credit education poses its own challenges. It is undergoing changes and IVCC has been in the forefront of these—particularly the Division of Humanities, Fine Arts and Social Sciences, which accounts for most of IVCC's dual credit. The changing environment of dual credit education has driven a shift in the source of faculty. Traditionally, high school faculty also qualified to teach at college have taught dual credit classes at high schools. However, because of the small number of such available instructors and the demand for dual credit, we have been exporting our own faculty to teach our courses at the high school locations. In any given semester, more than half of the division's dual credit faculty originates in IVCC, not the high schools. And as enrollment patterns and interests shift, more full time faculty in our division now travel to sites to teach. At the same time that demand exists in some areas, other high school districts are contracting in population, forecasting the eventual need to combine groups of students from adjacent districts and already encouraging experimentation with blended and online alternatives to present and control curriculum. At most in 2014, ten of our division's eighteen dual credit/dual enrollment faculty members originated from IVCC, and five of them were full-time. (In Spring 2015, eleven of such faculty originated at IVCC and seven originated in the high schools).   The following table shows the 2010-14 dual credit ("E2") Humanities and Fine Arts enrollment in credit hours which, though falling from a peak in 2012, remain quite substantial for a small rural district. In these tables,

"retention" refers to persistence in the course, not future retention post-course; "success" is passage of the course with an A, B, C, or P.

E2 College					
	2010	**2011**	**2012**	**2013**	**2014**
Net Registration	723	653	1,020	760	772
Retention Rate	98.06%	97.86%	96.67%	96.58%	97.67%
Success Rate	95.02%	95.10%	93.43%	91.32%	94.17%

Understandably, some faculty in the humanities and fine arts believe that a substantial dual credit operation may diminish enrollment on the main campus by drawing students away. We have asked the Institutional Research director to analyze our enrollment patterns to determine the ways in which class size on campus is affected. Such an effect on classes may also be influenced by external factors affecting enrollment that coincide in both traditional and dual credit education. Shrinking senior class sizes in certain area high schools and expedient choices that transfer students make to satisfy electives all have appeared as national issues as well as local ones. Nor is it yet determined whether the body of IVCC students taking dual credit classes can be tied to a discrete number who would attend the main campus were it not for dual credit. What happens to the dual credit students after their courses are over, where they enroll, and whether they are taking successor courses is still the subject of internal research. What is certain is that the dual credit classes have grown to be a significant portion of enrollment in the Humanities and Fine Arts, close to 20 %—as illustrated below in two comparative tables. Interestingly, retention rates are similar for dual credit courses and Humanities and Fine Arts courses in the aggregate, while the success rate is slightly higher for dual credit classes.

All Courses Taught in HFA - Including E2 College					
	2010	**2011**	**2012**	**2013**	**2014**
Net Registration	5,125	5,160	5,130	4,122	3,957
Retention Rate	92.50%	92.79%	92.68%	91.49%	93.45%
Success Rate	80.50%	79.80%	82.89%	80.21%	83.27%

All Courses Taught in HFA - Except E2 College					
	2010	**2011**	**2012**	**2013**	**2014**
Net Registration	4,402	4,507	4,110	3,362	3,185
Retention Rate	91.59%	92.05%	91.68%	90.34%	92.42%
Success Rate	78.11%	77.58%	80.27%	77.70%	80.61%

A declining overall enrollment presents a significant challenge. It is important to note that over the past five years IVCC, other regional community colleges, and indeed community colleges in general have experienced drops in enrollment. During this period, the division has often declined the least of any IVCC division, often remaining the top credit-hour producer, and the desire to earn transfer credit and enjoy meaningful electives remains strong among students. Indeed, transfer-oriented students constitute the largest single bloc of IVCC enrollees, with approximately 40% declaring they are transfer-bound. A few year-to-year comparisons of divisional tenth-day enrollment are instructive in this respect.

For example, the division's credit hour total for spring 2013 was 8612; in spring 2014, it was 8267, higher than that of any of the other divisions, but still exhibiting a fall-off of four percent at a time when the total college decline in credit hours was about seven percent. For summer 2013 and summer 2014, the credit hour totals were 1971 and 1739 respectively, mirroring the overall college year-to-year enrollment decline of about eleven percent, though having the highest credit hour count among divisions.   At the tenth day of the fall 2014 semester, IVCC total enrollment, when compared to the same time in fall 2013, was down 4.38 %.

Further illuminating the situation, the tables below contain details about aspects of the Humanities and Fine Arts enrollment.   Looking at the data showing dual credit enrollments only, enrollments without dual credit, and combined enrollments one can see that dual credit provides a major contribution in some areas. The dual credit students, often presented as the best of the high school learners, do have a better success rate in their courses than the general population of students. We also see national trends mirrored in the data showing a peak followed by a softening in enrollment. Significantly, some subjects have experienced sharper declines.

As an aggregate, the Humanities and Fine Arts subjects have weathered the enrollment surge and retrenchment cycle and have returned to levels resembling some 2006-2010 ones.

E2 College		2006	2007	2008	2009	2010
Art	Net Registration	54	19	34	33	57
	Retention Rate	98.15%	94.74%	100.00%	100.00%	100.00%
	Success Rate	94.44%	94.74%	97.06%	93.94%	100.00%
Foreign Language	Net Registration	18	29	21	20	3
	Retention Rate	100.00%	100.00%	95.24%	100.00%	100.00%
	Success Rate	100.00%	100.00%	80.95%	90.00%	100.00%
Graphic Design Technology	Net Registration					
	Retention Rate					
	Success Rate					
History	Net Registration	129	135	184	195	244
	Retention Rate	99.22%	100.00%	100.00%	98.97%	95.08%
	Success Rate	94.57%	91.11%	94.02%	93.85%	90.57%
Music	Net Registration	26	36	25	22	26
	Retention Rate	100.00%	100.00%	96.00%	100.00%	100.00%
	Success Rate	96.15%	94.44%	96.00%	95.45%	88.46%
Philosophy	Net Registration				20	33
	Retention Rate				95.00%	100.00%
	Success Rate				95.00%	96.97%
Speech	Net Registration	35	166	191	228	360
	Retention Rate	82.86%	98.80%	96.34%	98.25%	99.44%
	Success Rate	82.86%	96.99%	93.19%	95.18%	97.50%
Grand Total	Net Registration	262	385	455	518	723
	Retention Rate	96.95%	99.22%	98.02%	98.65%	98.06%
	Success Rate	93.51%	94.81%	93.41%	94.40%	95.02%

E2 College		2010	2011	2012	2013	2014
Art	Net Registration	57	62	100	87	58
	Retention Rate	100.00%	100.00%	96.00%	91.95%	96.55%
	Success Rate	100.00%	95.16%	92.00%	82.76%	94.83%
Foreign Language	Net Registration	3	10	8		
	Retention Rate	100.00%	100.00%	100.00%		
	Success Rate	100.00%	100.00%	100.00%		
Graphic Design Technology	Net Registration		11	6	5	8
	Retention Rate		81.82%	100.00%	100.00%	87.50%
	Success Rate		81.82%	100.00%	100.00%	87.50%
History	Net Registration	244	176	314	224	278
	Retention Rate	95.08%	95.45%	92.36%	93.30%	95.32%
	Success Rate	90.57%	94.32%	89.17%	90.63%	89.93%
Music	Net Registration	26	43	74	52	59
	Retention Rate	100.00%	97.67%	97.30%	98.08%	100.00%
	Success Rate	88.46%	90.70%	94.59%	80.77%	94.92%
Philosophy	Net Registration	33	90	43	8	
	Retention Rate	100.00%	100.00%	97.67%	100.00%	
	Success Rate	96.97%	97.78%	90.70%	100.00%	
Speech	Net Registration	360	261	475	384	369
	Retention Rate	99.44%	98.85%	99.37%	99.22%	99.46%
	Success Rate	97.50%	95.79%	96.42%	94.79%	97.29%
Grand Total	Net Registration	723	653	1,020	760	772
	Retention Rate	98.06%	97.86%	96.67%	96.58%	97.67%
	Success Rate	95.02%	95.10%	93.43%	91.32%	94.17%

All Courses Taught in HFA - Including E2 College						
		2006	2007	2008	2009	2010
Art	Net Registration	657	609	569	603	696
	Retention Rate	94.73%	93.72%	92.78%	94.00%	94.49%
	Success Rate	84.34%	80.00%	80.11%	80.67%	82.90%
Foreign Language	Net Registration	335	352	279	329	356
	Retention Rate	87.84%	84.06%	83.58%	85.02%	83.62%
	Success Rate	82.98%	79.71%	76.64%	77.06%	75.99%
Gender Studies	Net Registration	128	67	70	67	116
	Retention Rate	87.50%	86.57%	94.29%	95.52%	87.07%
	Success Rate	79.69%	82.09%	82.86%	88.06%	75.86%
Graphic Design Technology	Net Registration	190	146	164	169	192
	Retention Rate	94.74%	97.26%	96.34%	85.21%	95.31%
	Success Rate	80.53%	89.73%	75.00%	68.64%	80.73%
History	Net Registration	924	782	733	766	944
	Retention Rate	86.46%	84.65%	86.63%	88.89%	87.50%
	Success Rate	69.34%	66.62%	69.85%	69.80%	66.31%
Humanities	Net Registration	123	108	124	122	148
	Retention Rate	85.37%	88.89%	86.29%	92.62%	94.59%
	Success Rate	68.29%	74.07%	62.10%	74.59%	77.03%
Humanities and Fine Arts	Net Registration		5	2		
	Retention Rate		100.00%	100.00%		
	Success Rate		100.00%	100.00%		
Journalism	Net Registration	46	34	45	37	37
	Retention Rate	93.48%	94.12%	88.89%	81.08%	89.19%
	Success Rate	69.57%	79.41%	68.89%	70.27%	78.38%
Music	Net Registration	667	620	606	552	697
	Retention Rate	94.59%	93.49%	93.81%	94.33%	94.93%
	Success Rate	81.95%	82.41%	82.44%	83.55%	81.59%
Philosophy	Net Registration	81	328	370	422	457
	Retention Rate	90.12%	88.72%	94.05%	92.65%	93.86%
	Success Rate	71.60%	83.23%	86.76%	87.20%	86.62%
Speech	Net Registration	1,119	1,126	1,223	1,251	1,482
	Retention Rate	91.42%	94.49%	94.93%	93.92%	95.28%
	Success Rate	81.95%	85.33%	86.18%	86.49%	87.85%
Grand Total	Net Registration	4,270	4,177	4,185	4,318	5,125
	Retention Rate	90.92%	90.89%	91.92%	91.83%	92.50%
	Success Rate	78.80%	79.75%	79.98%	80.54%	80.50%

All Courses Taught in HFA - Including E2 College		2010	2011	2012	2013	2014
Art	Net Registration	696	695	704	537	472
	Retention Rate	94.49%	94.61%	93.16%	91.01%	92.99%
	Success Rate	82.90%	79.74%	81.05%	73.60%	81.37%
Foreign Language	Net Registration	356	361	316	237	231
	Retention Rate	83.62%	85.24%	89.52%	87.29%	85.59%
	Success Rate	75.99%	78.83%	87.62%	82.20%	81.66%
Gender Studies	Net Registration	116	83	88	86	63
	Retention Rate	87.07%	90.36%	89.77%	84.88%	82.54%
	Success Rate	75.86%	78.31%	80.68%	76.74%	70.49%
Graphic Design Technology	Net Registration	192	215	205	187	139
	Retention Rate	95.31%	96.74%	99.02%	91.98%	98.56%
	Success Rate	80.73%	83.26%	85.37%	78.07%	82.84%
History	Net Registration	944	907	869	591	657
	Retention Rate	87.50%	87.43%	83.89%	84.26%	89.80%
	Success Rate	66.31%	67.70%	70.43%	69.37%	75.00%
Humanities	Net Registration	148	174	175	147	141
	Retention Rate	94.59%	91.91%	90.23%	93.15%	94.33%
	Success Rate	77.03%	71.10%	82.76%	80.14%	82.01%
Humanities and Fine Arts	Net Registration					
	Retention Rate					
	Success Rate					
Journalism	Net Registration	37	37	34	29	39
	Retention Rate	89.19%	94.59%	97.06%	100.00%	92.31%
	Success Rate	78.38%	78.38%	82.35%	82.76%	87.18%
Music	Net Registration	697	736	676	581	530
	Retention Rate	94.93%	91.67%	95.08%	95.16%	95.08%
	Success Rate	81.59%	78.55%	85.25%	83.39%	84.79%
Philosophy	Net Registration	457	549	540	457	443
	Retention Rate	93.86%	95.63%	93.51%	90.37%	94.13%
	Success Rate	86.62%	90.35%	87.38%	83.81%	86.20%
Speech	Net Registration	1,482	1,403	1,523	1,270	1,242
	Retention Rate	95.28%	96.36%	96.26%	94.57%	95.97%
	Success Rate	87.85%	85.10%	87.07%	85.43%	87.67%
Grand Total	Net Registration	5,125	5,160	5,130	4,122	3,957
	Retention Rate	92.50%	92.79%	92.68%	91.49%	93.45%
	Success Rate	80.50%	79.80%	82.89%	80.21%	83.27%

All Courses Taught in HFA - Except E2 College						
		2006	2007	2008	2009	2010
Art	Net Registration	603	590	535	570	639
	Retention Rate	94.42%	93.69%	92.32%	93.65%	94.00%
	Success Rate	83.42%	79.52%	79.03%	79.89%	81.36%
Foreign Language	Net Registration	317	323	258	309	353
	Retention Rate	87.14%	82.59%	82.61%	84.04%	83.48%
	Success Rate	81.99%	77.85%	76.28%	76.22%	75.78%
Gender Studies	Net Registration	128	67	70	67	116
	Retention Rate	87.50%	86.57%	94.29%	95.52%	87.07%
	Success Rate	79.69%	82.09%	82.86%	88.06%	75.86%
Graphic Design Technology	Net Registration	190	146	164	169	192
	Retention Rate	94.74%	97.26%	96.34%	85.21%	95.31%
	Success Rate	80.53%	89.73%	75.00%	68.64%	80.73%
History	Net Registration	795	647	549	571	700
	Retention Rate	84.38%	81.45%	82.15%	85.44%	84.86%
	Success Rate	65.24%	61.51%	61.75%	61.58%	57.86%
Humanities	Net Registration	123	108	124	122	148
	Retention Rate	85.37%	88.89%	86.29%	92.62%	94.59%
	Success Rate	68.29%	74.07%	62.10%	74.59%	77.03%
Humanities and Fine Arts	Net Registration		5	2		
	Retention Rate		100.00%	100.00%		
	Success Rate		100.00%	100.00%		
Journalism	Net Registration	46	34	45	37	37
	Retention Rate	93.48%	94.12%	88.89%	81.08%	89.19%
	Success Rate	69.57%	79.41%	68.89%	70.27%	78.38%
Music	Net Registration	641	584	581	530	671
	Retention Rate	94.37%	93.08%	93.72%	94.10%	94.73%
	Success Rate	81.38%	81.66%	81.85%	83.05%	81.33%
Philosophy	Net Registration	81	328	370	402	424
	Retention Rate	90.12%	88.72%	94.05%	92.54%	93.38%
	Success Rate	71.60%	83.23%	86.76%	86.82%	85.82%
Speech	Net Registration	1,084	960	1,032	1,023	1,122
	Retention Rate	91.70%	93.74%	94.67%	92.96%	93.94%
	Success Rate	81.92%	83.32%	84.88%	84.56%	84.76%
Grand Total	Net Registration	4,008	3,792	3,730	3,800	4,402
	Retention Rate	90.52%	90.04%	91.17%	90.89%	91.59%
	Success Rate	77.83%	78.22%	78.34%	78.65%	78.11%

All Courses Taught in HFA - Except E2 College						
		2010	**2011**	**2012**	**2013**	**2014**
Art	Net Registration	639	633	604	450	414
	Retention Rate	94.00%	94.07%	92.69%	90.83%	92.49%
	Success Rate	81.36%	78.21%	79.24%	71.81%	79.46%
Foreign Language	Net Registration	353	351	308	237	231
	Retention Rate	83.48%	84.81%	89.25%	87.29%	85.59%
	Success Rate	75.78%	78.22%	87.30%	82.20%	81.66%
Gender Studies	Net Registration	116	83	88	86	63
	Retention Rate	87.07%	90.36%	89.77%	84.88%	82.54%
	Success Rate	75.86%	78.31%	80.68%	76.74%	70.49%
Graphic Design Technology	Net Registration	192	204	199	182	131
	Retention Rate	95.31%	97.55%	98.99%	91.76%	99.24%
	Success Rate	80.73%	83.33%	84.92%	77.47%	82.54%
History	Net Registration	700	731	555	367	379
	Retention Rate	84.86%	85.50%	79.10%	78.75%	85.75%
	Success Rate	57.86%	61.29%	59.82%	56.40%	64.02%
Humanities	Net Registration	148	174	175	147	141
	Retention Rate	94.59%	91.91%	90.23%	93.15%	94.33%
	Success Rate	77.03%	71.10%	82.76%	80.14%	82.01%
Humanities and Fine Arts	Net Registration					
	Retention Rate					
	Success Rate					
Journalism	Net Registration	37	37	34	29	39
	Retention Rate	89.19%	94.59%	97.06%	100.00%	92.31%
	Success Rate	78.38%	78.38%	82.35%	82.76%	87.18%
Music	Net Registration	671	693	602	529	471
	Retention Rate	94.73%	91.29%	94.81%	94.87%	94.46%
	Success Rate	81.33%	77.79%	84.09%	83.65%	83.51%
Philosophy	Net Registration	424	459	497	449	443
	Retention Rate	93.38%	94.77%	93.15%	90.20%	94.13%
	Success Rate	85.82%	88.89%	87.10%	83.52%	86.20%
Speech	Net Registration	1,122	1,142	1,048	886	873
	Retention Rate	93.94%	95.80%	94.85%	92.55%	94.50%
	Success Rate	84.76%	82.66%	82.82%	81.38%	83.60%
Grand Total	Net Registration	4,402	4,507	4,110	3,362	3,185
	Retention Rate	91.59%	92.05%	91.68%	90.34%	92.42%
	Success Rate	78.11%	77.58%	80.27%	77.70%	80.61%

Responses to Challenges

Since IVCC's largest single body of students is transfer-oriented, and therefore requiring general education electives, it is certain that the humanities and fine arts will hold a place in the customary curriculum. Re-invigorating certain aspects of the humanities and fine arts curriculum will be the key to providing appealing courses that will generate increased enrollments. The intensely visual orientation of contemporary students and their reliance on mobile technology for learning and social interaction augur well for classes constructed as learning communities employing mobile devices as "instant lookups" during class discussion and outside of class time.   Blended and online formats will continue to become important means of curriculum delivery but must be grounded in best practices. Courses and programs of distinction must be established as compelling, attractive elements that will entice students to enroll. Prominence in the region should be a primary goal of the programs in music and drama, assisted by the venue of the now renovated Cultural Centre.   As this is not only an academic but also an institutional outreach and advertising issue, support, both internal and external, will be important. IVCC as a whole needs not only to serve its existing core constituency well, but to expand that constituency through coordinated outreach and communication. As with any investment strategy, a diverse portfolio of attractive offerings is best.

What other steps can be taken to expand and nourish Fine Arts and Humanities?   Two interconnected areas must receive attention: resources and academic enhancement.

Resources. As the budgets for the programs are tightly controlled and the tuition is very low, below that of many competing community colleges, further dramatic across-the-board cost-saving measures are unlikely.   Careful adjusting of the class schedules will continue to minimize internal competition among classes and to broaden the availability of courses to students. Such judicious adjusting will help conserve resources, making them available for other tasks.

In dual credit instruction, similar savings in salary and mileage will occur as online and blended dual credit offerings increase and as tiny classes are consolidated. Additionally, in the past dual credit classes with marginal enrollment have been allowed to "make" as a goodwill gesture to various localities. We have been eliminating this practice to save the expense of hiring and sending faculty to locations of perennial low enrollment.   Addressing the issue by offering online or blended classes composed of students from problematic locations is something we are piloting now and ready to expand in the future.   Combining certain low-enrollment dual credit sections into aggregate classes taught online with onsite facilitation provided by the high school may allow our faculty to teach full classes of students and provide a cost-effective way of delivering dual credit instruction to remote areas.   Most importantly, an ongoing Institutional Research project on dual credit will have a major impact on managing such courses since knowing who our students are, where they go after dual credit classes, and what they take next will provide an analytical tool enabling us to determine what dual courses to provide, where, and when—as well as what can be done to draw the students into successor courses at IVCC.

Finally, initiatives to gain external funding will provide opportunities to offer the unusual presentation or to make course options more attractive. One such initiative now underway is to seek "champions" of subject areas who might provide incentivizing scholarships for students.

Conclusion

In a time of scarcity, further benefits to the Humanities and Fine Arts will accrue from divisional measures to enhance enrollment through research, promotion, and creative curriculum; increased community and regional engagement; and pursuit of external funding. These derive from the strategic plan of our division, and align with the needs of IVCC as a whole. Given that our division's student base consists of the single largest declared student component of IVCC, our efforts in the division should help to keep the Humanities and Fine Arts strong at IVCC.

Principal Assessment Methods Used In Quality Assurance

✘ Standardized assessments
☐ Certification and licensure examination results
✘ Writing samples
✘ Portfolio evaluation
✘ Course embedded questions
✘ Student surveys
✘ Analysis of enrollment, demographic and cost data
✘ Samples of creative or performance work
☐ Other, please specify:

Statewide Program Issues
Not applicable

2014 Cross-Disciplinary Program Area Reviewed

Vocational Skills

Improvements & Rationale for Action

The vocational skills course offerings (PCS 1.6) represent a wide variety of career and technical education program areas providing coursework designed to upgrade a worker's current employment skills for job advancement or for individuals wishing to acquire specific skills for new employment. PCS 1.6 courses are offered by the five academic divisions and through the Continuing Education and Business Services division. Some courses are offered on a regularly scheduled basis, while others are offered "on demand."

PCS 1.6 - Vocational Skills Courses

FY Enrollments	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Grand Total
Registered Credits	7,335.5	4,183.5	1,263.0	1,245.5	919.0	14,946.5

Reductions in registered credit hours can be directly linked to several specific factors over the five years since the last review. During this time period the college has experienced a significant overall drop in enrollment and credit hours. This unprecedented enrollment decrease accounts for a portion of the reduction in credit hours. The other major factor impacting the total 1.6 credit hours generated was a reduction in the number of courses with the 1.6 PCS code. In the summer of 2010 when the last cross-disciplinary program review of 1.6 Vocational Skills courses was completed, IVCC had 269 PCS 1.6 approved courses. That number has been reduced to 149 as of the summer 2015 audit of ICCB approved 1.6 courses. During the past five years, 103 courses previously designated as 1.6 courses were determined to be associated with either an AAS degree or a certificate program. To align these courses with the ICCB definition of 1.6 coursework, IVCC worked with the ICCB to change the PCS codes of those courses to align to their respective programs. The majority of those 103 courses now have a 1.2 PCS code and, consequently, the credit hours generated by those courses are no longer reported in this category. One noteworthy series of courses are those associated with the welding programs. 35 of the 103 courses were welding courses which are now attached to the two welding AAS degrees and six welding certificates. Those courses alone account for anywhere from 700 to over 900 credit hours per fiscal year.

The majority of the credit hours now being reported in the 1.6 category are those generated by the Continuing Education Center and the Business Training Center. The Continuing Education Center (CEC) provides open enrollment courses for lifelong learners in our district related to continuing professional education and business and career development. The CEC works to serve busy professionals and career seekers to acquire the skills needed to improve work performance or prepare for a new job.   The CEC produces a published schedule for the fall and spring semesters. Some areas of demand include healthcare, home inspection, real estate, computer skills, and waste water treatment. The Business Training Center (BTC) provides customized training to specifically meet the needs of a particular

organization. The BTC works hard to provide as many of their courses for college credit (1.2) whenever possible. While both of these Centers have seen a reduction in enrollments due to the recent weak economic climate, the vocational skills course offerings remain a vital part of the college offerings to meet short-term workforce development needs.

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
Not applicable

2014 Student and Academic Support Services

Advising and Counseling

Major Findings and Improvements/Modifications to the Area

Counseling Services

The Counseling Center delivers a comprehensive program of education-to-career and personal counseling that enhance the educational opportunities for all residents of District 513.

IVCC counselors provide counseling services inclusive of assessments, career and educational planning, strategies to address academic difficulties, and assistance in planning class schedules. Counselors also facilitate the exploration of the student's educational goals with articulated degree guide sheets and electronic resources, exploring major fields of study, understanding general education requirements, and preparing students for university transfer or entry into the workforce, while mapping the path, timeline, expense, and personal resources needed to meet each student's educational goal.

The Personal Counseling Assistance Program (P-CAP) offers services to help students by providing confidential and professional counseling assistance regarding personal issues that may be adversely impacting student success in college and referrals to appropriate internal services and community agencies.

Training

Counselors keep up-to-date on new trends and information with regard to academic advising and career counseling by attending various articulation meetings and professional conferences, trainings, workshops, seminars and statewide meetings. Additionally, during the academic year, weekly staff meetings are held to train and update all staff.

Hours of Operation

The Counseling Center operates on the following schedule:

Mondays, Thursdays, & Fridays   8:00 a.m. – 4:30 p.m.
Tuesdays & Wednesdays   8:00 a.m. – 7:00 p.m.

Appointments are available throughout the year with the exception of peak registration periods during which "Walk-In" services are provided.

Additionally, with the opening of the IVCC Ottawa Center, advising and counseling services are offered on a similar schedule at that location as well.

Program Assessment and Improvement

The Council for Advancement of Standard's (CAS) Program Self-Assessment was used to gain informed perspectives on the strengths and challenges of IVCC's counseling and advisement services, as well as to help formulate a plan for improvement. Collaborative efforts from a cross-functional team consisting of the Associate Vice-President of Student Affairs, two counselors, the Director of Financial Aid, the Administrative Assistant to the Counseling Office, and an IVCC student led to the development of an action plan for enhanced and continued quality services. The action plan charted the following new improvement strategies and programs.

Increased walk-in counselor services -- By increasing the number of walk-in counselors available to students, well over 2,000 more appointment sessions with students and community members have been held.

Online and electronic advisement -- With the introduction of SKYPE, a live video and online chat, students can see and speak to a counselor without having to make an appointment or travel to the campus. Additionally, students can receive advisement through e-mail or phone calls.

Additional counseling staff -- Increasing the number of counselors available to students has allowed for an improved counselor-to-student ratio as well as more timely service and an increase in the number of students served (see chart below).

NUMBER OF STUDENTS SERVED VIA COUNSELOR APPOINTMENT OPTIONS					
Year	Advanced Appointments	Walk-in Appointments	Same Day Appointments	New Student Orientation	Total
2005	3,302	2,988	473	328	7,091
2006	2,428	3,600	685	268	6,981
2007	2,743	2,785	1,633	214	7,375
2008	2,438	4,266	741	305	7,750
2009	1,980	6,660	-------	387	9,027
2010	1,563	8,207	-------	381	10,151
2011	1,476	7,892	-------	447	9,815
2012	1,387	7,297	-------	432	9,116
2013	936	6,943	-------	397	8,276
2014	1,069	6,079	-------	297	7,445

Improved in-take process for the Center's Personal Counseling Assistance Program (P-CAP) -- The new in-take process allows for professional and appropriate documentation of pertinent information to assess situations and respond appropriately with internal and external referrals.

The Community & College Information Resource Center (CCIRC) -- Students desiring information regarding colleges and universities are able to access computers, college catalogs, applications, and campus guidebooks.

Call-Back Counselors -- The sole responsibility of the call-back counselor is to immediately serve students who call in with questions relative to academic advisement and career counseling.

Freshman Counseling & Registration (FCR) Program -- the FCR is an on-campus orientation process that entails a brief overview of services, a meeting with an IVCC counselor, and training session on how to navigate IVCC's WebAdvisor system. The interactive format encourages retention of information by students. When students come to campus for the orientation's advisement session, they arrive with solid questions and a deepened knowledge of the matriculation process.

Intrusive Counseling -– Intrusive counseling has been piloted with all sections of developmental English courses at IVCC. Counselors are each assigned a section in which they will make a classroom visit or presentation within the first 10 days of the course and set follow-up private counseling appointments near the withdrawal date of the course for each of the students enrolled in the respective section.

Student Satisfaction

According to summaries from the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE), which provide pertinent data relative the level of student satisfaction with IVCC's programs and services and information on student engagement as a measure of institutional quality, IVCC students are "Very Satisfied" with IVCC's counseling services.

ADV/SAS

Illinois Valley Community College sought and received funds from the Department of Justice's Office of Violence Against Women to address violence against women on IVCC's campus from FY 2005 to FY 2007.   The project was administered by IVCC, with collaborating partners that included A Domestic Violence and Sexual Assault Services (ADV & SAS), a not-for-profit domestic violence and sexual assault center, the La Salle County Sheriff's Office, Oglesby Police Department, and the Thirteenth Judicial Circuit Family Violence Prevention Council.

Program Assessment and Improvement
Grant monies were used to fund the creation of a coordinated campus and community response team, to strengthen victim services on campus, to establish a mandatory prevention and education program for incoming students, to train IVCC employees, and to create a data collection system.

Project Success

TRiO Student Support Services/Project Success is a federally-funded program designed to improve the retention, transfer, and graduation rates of 160 low-income, first-generation, or disabled college students.   Services include workshops and seminars on computer literacy, study skills, time management, and career exploration. Students who participate in Project Success also receive opportunities to attend cultural enrichment events and assistance in obtaining financial aid. Students who qualify for a Pell Grant may also receive additional grants-in-aid.

Program Assessment and Improvement

In 2013, Project Success conducted a Jumpstart program that was mandatory for all Project Success participants. This half-day event is a retention and engagement tool which stresses the importance of establishing an academically sound beginning to a student's post-secondary career.
The program is used as a way for students to network with members of the TRiO program and Project Success staff. Students are split into groups and are exposed to a variety of breakout sessions which hit on topics such as organization, time management, and goal setting. The students then meet for an informal luncheon with the President of the College and are exposed to a Student Success Panel, which is racially and ethnically diverse by age, gender, and socioeconomic status. Project Success recently learned that we were successful in the recent grant writing competition. Project Success is assured funding from 2015-2020.

Projections for Improvement

Counseling Services

While the enrollment surge has leveled off, the needs and demands of students has not. In that respect, an increased effort on providing the appropriate mix of scheduled appointments and walk-in availability is constantly being reviewed for improvement.

Additionally, student demand for counseling and advising services at the IVCC Ottawa Center appears to outweigh supply. An increase in counselor availability without sacrificing services on the main campus is an area for improvement.

Because of budgetary issues, front-line personnel have been shifted around to other areas located within Student Services in order to appropriately meet student demand in the short run. As a result, the Counseling Center reception area is now currently staffed by a combination of one part-time employee and two student workers. In the future, a focus will be placed on offering retention services for students, on developing formal reverse transfer agreements, and administering 2+2 partnership programs with 4-year universities, creating the necessity for a full-time employee due to added responsibilities related to the Counseling Center.

A final projected area for improvement is to increase outreach to students and to make additional services available online. A 'Live Chat' widget is being considered as an addition to the Counseling web pages for prospective students who may prefer to utilize that method of communication to ask a counselor preliminary questions about academic programs, services offered, or about IVCC in general.

ADV/SAS

As with many temporarily funded initiatives, finding a way to incorporate the services into the system without adding positions or increasing dollars proves to be a challenge. IVCC continues to provide and improve violence education prevention through an education program for all incoming students; incorporate the community and campus response team into the college wide safety committee; provide training through the mandatory supervisory trainings; and strengthen victim services on campus through the hiring of female officers.

The Counseling Center offers a dedicated private office space for an ADV/SAS counselor, who holds regular appointment hours for students.

Project Success

Project Success, recently notified of continued funding for the next five years, will continue to provide academic tutoring, advice and assistance in post-secondary course selection, and dissemination of information on the full range of student financial aid programs; help improve the financial and economic literacy; assist students in applying for admission to undergraduate, programs; provide and evaluate individualized counseling for personal, career, and academic information; increase exposure to cultural events and academic programs; introduce mentoring programs; and assist in securing temporary housing during breaks for students who are homeless and students who are in foster care or are aging out of the foster care system.

Statewide Program Issues
Not applicable

2015 Supplemental Report – Actions Taken in FY 2014 Based on Prior Reviews or Other Planning or Quality Improvement Initiatives

Program Designated as Inactive: None

Program Designated as Withdrawn: None

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IVCC Five-Year Schedule of Program Review

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

FY 2020

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