

Fiscal Year 2016

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board
Summer 2016



Illinois Valley Community College

District 513
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College Name: Illinois Valley Community College
District Number: District 513-01

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**SUMMARY REPORT OF REVIEW RESULTS -
CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016**

PARAPROFESSIONAL EDUCATOR

Program Identification Information

CIP Code: 13.1501
Career Cluster: Education and Training
Career Pathway: Teaching/Training
Program of Study: Teacher Assistant/Aide

Community College Program Title:	Degree Type:
Associate Degree in Paraprofessional Educator	03 – AAS.PPE
Paraprofessional Educator Certificate	20 – CERT.PPE

Improvements & Rationale for Action

Objectives:

The IVCC Paraprofessional program was developed in 2007 to assist those who were interested in working in the field of education as a paraprofessional (teacher’s aide). The program was designed to assist these students to function optimally in the changing classroom.

As an outcome of the Paraprofessional Educator program, the competent teacher would:

1. Create learning experiences that make the content meaningful to all students.
2. Demonstrate applications that influence how diverse student populations grow, develop, and learn.
3. Design a variety of instructional strategies to encourage student’s development of critical thinking, problem-solving, and performance skills.
4. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. Use effective communication techniques to foster active inquiry, collaboration, and support interaction in the classroom.
6. Foster collaborative relationships and provide leadership to improve student learning and well-being.
7. Maintain standards of professional conduct and actively seek opportunities to grow professionally.
8. Maintain a professional teaching portfolio.

The program was originally developed as a result of PL 107-110: No Child Left Behind Act (NCLB), the federal Elementary-Secondary Education legislation that recommended increased qualifications for teachers and paraprofessionals. A part of NCLB states, “Paraprofessionals should be able to

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demonstrate knowledge of and the ability to assist in instructing in the areas of reading, writing, and math, or in school readiness.” The curriculum for the program was designed to focus on these key areas through the Paraprofessional Task Force.

The key areas included:

- Reading, writing, mathematical computation/reasoning
- Critical/creative thinking and decision making/problem-solving skills
- Communication skills
- Child growth and development
- Technology
- Cultural Diversity
- Team dynamics
- Educational strategies/laws/policies/procedures

These key areas and objectives were met within a variety of courses that include Introduction to Education, Educational Psychology, Child Growth and Development, Educational Technology, Multicultural Education, Exceptional Learner, and other courses in the certificate/degree. Each course has had the syllabus reviewed and updated to include the Illinois Professional Teaching Standards, Early Childhood Standards/Benchmarks, and National Association of the Education of Young Children (NAEYC) Standards, which address each course learning objectives. Students are encouraged to develop artifacts to demonstrate competency in these areas. They are further encouraged to keep and maintain all syllabi and course artifacts as evidence of being introduced to meeting these standards. Classroom Assessment Techniques are used periodically in individual courses to assess various areas of quality and/or lack of quality in instruction and delivery.

With very few graduates, there is no data following students after they leave the program. Shortly after the program was developed, the state changed its course of plan and allowed paraprofessionals to complete a test to verify their status of qualified, thus diminishing the number of completers.

According to the IVCC Education Advisory Team, employers would prefer to hire a paraprofessional with completed college work, which means a paraprofessional certificate/degree. However, area educators have not followed up on formalizing this preference as part of their hiring practices.

The program was designed to allow a student to complete the courses for the certification and or the degree. These courses can align to the requirements of a bachelor degree if the student decides to continue their education at the university level.

The program itself is aligned with the Illinois Professional Teaching standards, the Early Childhood Education stands/Benchmarks, NAEYC standards, and the Technology standards. In addition the

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students complete ISP/FBI criminal background checks, DCFS Mandated Reporter Training online, and they are expected to uphold the IVCC Disposition Policy.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	97	71	52	45	41	306
Credit Hours	233.0	169.0	138.0	105.0	99.0	744.0

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
AAS.PPE	0	0	0	1	0	1
CERT.PPE	1	0	0	1	0	2
Total	1	0	0	2	0	3

INACTIVE: CERT.TCH.ADV (Advanced Teacher Technology), CERT.TCH.BAS (Basic Teacher Technology), CERT.TCH.STC (School Technology Coordinator)

The number of students enrolled in courses has been steady but the number of students committed to the paraprofessional program has decreased over the last five years. The College anticipated the numbers to drop and continue to be very low when the state changed its requirement for qualifications from a college program to a designated test. Retention of students has been low as they can complete the low cost test in a matter of hours to receive their paraprofessional certificate from the state. Though local employers have a need for paraprofessionals, many students choose the state test option over a college program that would take a year or more to complete with a much higher cost to the student.

Need:

The need and the demand are the same as the last five years. Local districts as well as the state still have a demand for qualified paraprofessionals.

Quality:

The strengths of the program include the stability of the program, which had provided the necessary course work established originally by the paraprofessional task force. Another strength includes the stability of the faculty within the program. The Educational Psychology Instructor/Program Coordinator has taught in the program since it started and has 18 years of teaching experience, is a qualified K-9 teacher and continues to seek out professional education opportunities. Part-time faculty in the program have also been constant over the last several years. The courses in the

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program are held to high standards, and they include well established syllabi. Course work includes the demonstration of obtaining standards such as the Illinois Professional Standards, Early Childhood Standards/Benchmarks, NAEYC Standards, and Technology Standards. Students are expected to build and collect artifacts to meet each of the standards tied to each of the courses in the program. Clinical hours of observation have been added to the Introduction to Education (15 hours) and Students with Disabilities in Schools courses (15 hours) to enhance their learning experience and readiness to become a paraprofessional. The additional offering of the Clinical Experience in Education course provides an additional 30 hours of observation in a classroom with a seminar component. Placements have been streamlined starting with the development of the Education Orientation for all education majors offered in the fall and spring semester. Students use Sign up Genius to place their school request for observations. Students are notified of their placements via letter. Schools are also notified via letter of the students assigned to their schools. Communication has improved the working relationships between the college and the placement sites. In addition, the number of behavior issues has decreased with the onset and awareness of the IVCC Disposition Policy and Procedure.

Still another strength of the program includes a stable, active student led club called T.E.A.C.H. (Tomorrow's Educator: Aware, Connected and Hopeful). This club was formed to support educational activities both on and off campus. It has expanded into the community through literacy programs and a program called, Project Unify. Project Unify brings together College students with local high school students who are in a special education transition program. This is a huge strength to the program as the students form relationships to expand their experience with students who have disabilities. They go on social outings, pair up for Special Olympics, and acquire new skills. More strengths include the implementation of securing background checks. Schools are aware of our high standards that include the ISP/FBI criminal background checks, the DCFS Mandated Reporter Training, and the development and implementation of the IVCC Disposition Policy.

Courses in this program include active learning opportunities, collaborative group work, observational learning opportunities, and integration of current technology and trends. Courses are now offered in several formats: face to face, online and blended. This semester Child Growth and Development was even offered at our extension site in an attempt to boost enrollment by attracting a different segment of the county. Enrollment remained low.

Upon completing the certificate/degree students can apply to the state for the Paraprofessional Qualification Status.

The weakness of the program is enrollment which can be viewed as a direct reflection of the change made by the state with regard to qualifying paraprofessionals. The biggest weakness is the number of students declaring their program and completing the program.

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Cost-effectiveness:

The Paraprofessional Program has continually functioned on a relatively low budget with minimal overhead. Faculty salaries and printing costs seem to be the two highest budget expenditures. Currently the program is supported by one full-time faculty member whose salary is paid through the Division and three part time faculty members. Total income for the program is sustained by tuition and course fee income. Most courses in the program are also taught to transfer students in education and/or early childhood education. Recently the Multicultural course has been accepted at the university level as one of their several required courses for an ELL endorsement. This could provide an enrollment boost for this course, which is currently only offered fall semester. This is a cost and time effective opportunity for our students.

Action (*ONE Action per template*)

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

Since the credit hours have consistently declined and there have been so few completers, we have decided to place the degree and certificate on inactive status.

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CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

PROCESS OPERATIONS TECHNOLOGY

CIP Code: 15.0613
Career Cluster: Manufacturing
Career Pathway: Maintenance, Installation and Repair
Program of Study: Manufacturing Technology/Technician

Community College Program Title: Process Operations Technology Certificate
Degree Type: 30 – CERT.PRO

Improvements & Rationale for Action

The Process Operator Technology Program was created in 2007. The first course delivered under this certificate curriculum, in 2008, had 11 students. Since that time, there has been no enrollment in the process course unique to the certificate. In 2011, at the time of the last program review, the certificate was placed on inactive status and due to limited support from local employers and lack of enrollments, the program remains inactive.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	0	0	0	0	0	0
Credit Hours	0.0	0.0	0.0	0.0	0.0	0.0

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
CERT.PRO	0	0	0	0	0	0
Total	0	0	0	0	0	0

Need:

In recent quarterly meetings with manufacturing executives, the topic of the lack of skilled workers has dominated the conversation. These conversations, combined with local labor market projections that show total annual demand for process workers at 37 openings a year, has led IVCC to examine the possibility of revamping the Process Operator Technology Program.

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College staff recently participated in a meeting (June 2016) sponsored by the Manufacturing Skills Standards Council, who has partnered with the Society of Chemical Manufacturers and Affiliates (SOCMA) to launch a Certified Process Operator Certification program that is meant for all process industries.

This credentialed, competency based, certification program, that is endorsed by process manufacturers nationwide, will be reviewed by college administration and instructors. If the program is deemed appropriate, it will be shared with the Advisory Council for approval. Upon approval, the curriculum will be significantly modified and submitted to ICCB for approval with a program launch date of fall 2017.

Quality:

N/A

Cost-effectiveness:

N/A

Action (*ONE Action per template*)

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

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CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

EARLY CHILDHOOD EDUCATION

CIP Code: 19.0709
Career Cluster: Human Service
Career Pathway: Early Childhood Development and Services
Program of Study: Child Care Provider/Assistant

Community College Program Title: Associate of Applied Science in Early Childhood Education
Degree Type: 03 – AAS.ECE

Improvements & Rationale for Action

Objectives:

The Early Childhood Education (ECE) program is based on the commitment to IVCC's Core Values: Responsibility, Caring, Honesty, Fairness, and Respect. The ECE program philosophy is also committed to the ethical practices that are deeply rooted in the history of the early childhood education field. According to the National Association of the Education of Young Children (NAEYC) Code of Ethical Conduct, teachers must commit to:

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base our work with children on knowledge of child development.
- Appreciate and support the close ties between the child and family.
- Recognize that children are best understood in the context of family, culture and society.
- Respect the uniqueness, dignity, and worth of each individual.
- Help children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

The IVCC Early Childhood Education Program is committed and prepared to serve our students and the community with quality educational services and experiences. It is our intent that students will be able to provide quality care and learning opportunities for all children in their care and that they will continue to embrace lifelong learning opportunities.

Graduate surveys were mailed out in August 2015 to all ECE graduates within the past four years; seven surveys were returned. All seven responded "yes" to the survey question "*Have you felt that you were educationally prepared for the position you currently hold?*"

Employer surveys were also mailed out in August 2015, of which seven were also returned. In response to the survey question "For those employees who have graduated from the IVCC ECE program, please rate your overall satisfaction" -- four responded "very satisfied" and three

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responded “satisfied”. Strengths identified were 1) knowledge of child development, 2) professionalism, 3) great work ethic, 4) excited about teaching, 5) knowledge of Gateways, 6) knowledge of developmentally appropriate practices, and 7) passionate and eager to get into the classroom and use what they have learned. Areas to work on were identified as 1) more student teaching experience, 2) greater emphasis on special needs, 3) family relationships, 4) confidentiality, 5) assessment, and 6) behavior management.

The ECE program contributes to the program fields of human services, social work, child specialist, family specialist and counseling.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	500	489	454	385	356	2,184
Credit Hours	1,343.0	1,338.0	1,249.0	1,105.0	982.0	6,017.0

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
AAS.ECE	1	5	7	7	5	25
Total	1	5	7	7	5	25

Program degrees and certificates awarded FY11-FY15 displays a decrease in number of student completers. As of FY15, the AAT degree was no longer a degree option which resulted in fewer completers. In recognition of this, two new certificates were approved by ICCB to address a need for state credentialed employees in the field.

The AAS.ECE degree may not show completers for the degree and this is partially due to students transferring prior to completion as recommended by the ECE Program Coordinator. With the addition of the two new certificates in the ECE program and the new articulation partnerships with universities, there should be higher numbers of completers in the program.

Surveys have been sent out to all area directors to inquire about the needs of their staff to obtain Gateways Levels 2, 3 and 4. The information shared will be incorporated into program decisions and course offerings to support the local ECE community.

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The IVCC ECE program has been awarded national program accreditation status through NAEYC and will continue to assure a high quality program. This will gain recognition for the program in pursuit of continued articulation agreements with universities.

The newly hired program coordinator will focus on marketing of the new certificates and degree changes to all area high schools and ECE programs. Advisement opportunities will be available through the program coordinator. The program coordinator will reach out to the ECE Advisory Council members for further marketing strategies.

Need:

1. According to the 2014 Bureau of Labor Statistics, employment of preschool teachers is expected to increase by 17% over the next decade. Because this focuses on licensure/bachelor degree status, the IVCC ECE program's Gateways Level 3 Certificate is focused on the transfer options for our students.
2. According to the Illinois Workforce Information Center occupational projections in Illinois for preschool and kindergarten teachers display a 4.4% 10 year growth.
(See <https://ilcis.intocareers.org/OccInfo.aspx?SourceState=IL&OccID=100420&TopicID=0.>)
3. According to the national IPEDS database published by the US Department of Education's National Center for Education Statistics, there is a slight decrease in job opportunities for LaSalle, Bureau and Putnam Counties for administrators, preschool teachers (except Special Education), and Child Care Workers.
4. Illinois Gateways to Opportunity approved IVCC's ECE Levels 2 and 3 credentials/certificates to assist community employees/employers to reach ExceleRate Illinois circle of quality status. Previous approval of ECE and Infant/Toddler Level 4 credential associated with the ECE AAS degree were approved in 2007.
5. Dual credit offerings in high schools may increase from 4 high schools to 5 high schools.
6. The ECE program was recently awarded national accreditation through the National Association of the Education of Young Children (NAEYC).
7. Articulation partnerships were created with three universities to articulate course-to-course transferability for our students. Each partnership aligns the Gateways Level 3 Credential/Certificate (IVCC) with the Gateways Level 5 Credential at the university level.

Quality:

The ECE program was recently awarded national accreditation through the National Association of the Education of Young Children (NAEYC).

Illinois *Gateways to Opportunity* approved IVCC's ECE Levels 2 and 3 credentials/certificates to assist community employees/employers to reach ExceleRate Illinois circle of quality status. Previous approval of ECE and Infant/Toddler Level 4 credential associated with the ECE AAS degree were approved in 2007.

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In the past two years, the IVCC ECE program coordinator has been actively involved in the Early Childhood Educator Preparation Program Innovation (EPPI) grant process and has successful articulation partnerships with Illinois State University, Northern Illinois University, and Western Illinois University.

The combined 26 years of teaching from the part-time faculty displays their dedication and commitment to teaching and learning. The ECE program coordinator and full-time faculty members have 24 years of service to the college which includes **a total of 50 years of service from all ECE faculty**. ECE faculty have attained master's degrees, and all have specific preparation and experiences in early childhood education or related fields and specific expertise in the courses they are hired to teach. For example:

- *Program Coordinator/Instructor has served as a NAECY Program Accreditation Peer Reviewer for the past 3 years.*
- *Program Coordinator/Instructor has served as the state representative to national ACCESS for the past 2 years.*
- *Program Coordinator/Instructor has served on the Board of the Illinois ACCESS organization.*
- *Program Coordinator/Instructor has served as a state consultant for Illinois Community Colleges on assisting and mentoring programs to align with Illinois Gateways Benchmarks for stackable Gateways Levels 2-4 credentials.*
- *Student satisfaction surveys were very positive on all ECE faculty.*
- *Graduate and Employer surveys (distributed August 2015) displayed positive results on the ECE program.*
- *ECE College Supervisor for practicum/student teaching has developed mentoring guidelines and handbooks for program/center directors and supervising teachers.*

This program meets the minimum criteria of a Program of Study, as mandated by the Federal Carl D. Perkins Career & Technical Education Improvement Act of 2006 (Perkins IV), as indicated in the responses below:

Does the program incorporate & align secondary and postsecondary education elements?

Yes. The IVCC ECE program has articulation partnerships with 4 high schools that offer child development courses and on-site preschool programs. Students apply for dual credit at the high school and, upon completion with a passing grade, they receive credit for ECE 1203-Creative Activities.

Does the program include academic & CTE content in a coordinated, non-duplicative progression of courses?

ECE program has implemented stackable certificates to the AAS degree.

Does the program offer the opportunity for secondary students to acquire postsecondary credits (dual credit)?

Dual credit with 4 high schools and indication of a 5th high school to be on board in 2017.

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Does the program lead to an industry-recognized credential or certificate at the postsecondary level, an Associate's degree or Baccalaureate degree?

ECE Program has been approved through ICCB to implement Illinois Gateways ECE Levels 2 and 3 Certificates and Level 4 ECE and I/T Degree (aligned with Gateways Credentials).

Cost-effectiveness:

The Early Childhood Educator program displays a deficit caused by salary of one full time faculty member, the Program Coordinator, who has 26 years with a master's degree plus leadership certificate and additional post-graduate coursework. The ECE Program Coordinator is retiring July 31st, which will cut the programs cost in half for FY17.

Action (*ONE Action per template*)

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

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CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

HUMAN SERVICES

CIP Code: 44.0701
Career Cluster: Human Service
Career Pathway: Family and Community Services
Program of Study: Social Work

Community College Program Title:	Degree Type:
Associate Degree in Human Services	03 – AAS.HSR
Human Services Certificate	30 – CERT.HSR

Improvements & Rationale for Action

Objectives:

In the past five years there has been heightened visibility of the IVCC Human Services Program that aligns with local and national trends to respond to the increasing demand for social services. The two main reasons for this increase have been the poor economy, which has left many citizens with limited assets, and federal and state budgets that have failed to support human service agencies adequately.

Even without budgetary support for basic social welfare needs, the student demand for the Human Service Program has been stable due to the Program's enhanced credibility and ongoing commitment of local human service professionals. The result has been an alignment of program graduates with community job positions. This meeting of employer needs has been possible due to a number of supplementary strategies to strengthen its continuing, solid curriculum.

First, the IVCC Human Services Program has strengthened its affiliation with the National Organization of Human Services and the Midwest Organization of Human Services, which provide professional development conferences and a variety of support resources. Student participation at the regional conferences remains a vital tool for retention and academic success. Several IVCC students have been inducted into Tau Upsilon Alpha, the national human services honor society, at regional conferences.

Second, the ongoing utilization of campus resources, including Career Services, the Continuing Education Department, the Graphic Design Program and the Journalism Program, have made possible campus/community events that highlight the program. Particular events have included poster contests, awareness events, and distribution of information on sexual assault/domestic violence services for students and the community. These projects are being strengthened by Title

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IX mandates for such campus awareness events. An important new campus partnership is with the Title IX Coordinator, who is also the Associate Vice-President for Student Services.

Third, the program coordinator continues to promote the Human Services – Board Certified Practitioner credential, offered by the Center for Credentialing and Education; this outstanding credential is available to AAS Graduates.

Fourth, two newly-developed Graphic Design Courses on social media have been added as AAS electives. Experiential education continues to be an important component of the program. The coordinator has established service-learning and course internships with more than twenty agencies. New partnerships include Volunteer Services, Illinois Valley Community Hospital, Women at Risk International, and OSF St. Elizabeth Hospice Program. Developing partnerships include North Central Behavioral Health Services, which offers the Mental Health First USA training course for the agency providers, and Streator Community Center, which provides tutoring, mentoring, and after-school programs for at-risk youth, as well as recreational programs for seniors.

Members from these agencies serve on the Advisory Board and participate regularly in the meetings and recognition events that are held each semester. These meetings also give the program coordinator the opportunity to provide affiliated agencies and members with updates and to review and revise program and curricula materials.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	181	140	88	133	126	668
Credit Hours	547.0	420.0	266.0	398.0	376.0	2,007.0

An essential goal for the IVCC Human Services Program is to continue development of marketing strategies to increase enrollment. One continuing strategy is the participation of students and the program coordinator in Career Expos, IVCC College Night, campus open houses, and other recruitment events. For example, in collaboration with Career Services, the Human Services Program had a table at the Etiquette Dinner with Social Work and Human Services students, one agency partner, and the coordinator participating. This event provided opportunities for development of career skills for job interviews, resume development, and career applications.

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A second strategy that is proving to be successful is the inclusion of recent graduates in agency recruitment of service-learning students at the beginning of each semester. These presentations validate that successful employment is an expected outcome of the Program.

A third method has been the course-driven partnerships for meeting particular community needs. For example, agency partners have presented particular ideas for client-based projects in the Group Dynamics class. Some of these projects have resulted in curricula and programs being utilized at the two PADS Shelters, Girl Scouts of Central Illinois, Freedom House and ADV/SAS, domestic violence/sexual assault agencies.

A fourth method of enhancing Program visibility is the use of the IVCC Co-Curricular transcript to document student career development and community outreach.

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
AAS.HSR	1	3	1	1	2	8
CERT.HSR	1	2	2	1	2	8
Total	2	5	3	2	4	16

Another goal continues to be the expansion of transfer options for AAS graduates. This is crucial because many social service jobs require at least a bachelor's degree in a related field. Also, many students in the program have stated their preference for a BS in Human Services rather than a multidisciplinary degree in a social sciences field.

The IVCC Human Services Program has established transfer agreements with Springfield College School of Human Services in Milwaukee, Governor's State, Franklin University, and other transfer options are available with state universities and related disciplines, such as Aurora University's Social Work Program. For example, recent graduates have completed the B. S. in Human Services from Springfield College School of Human Services and Aurora University's Social Work Program's M.S.W. (for Illinois Licensure).

In response to increasing student interest in on-line transfer options, the coordinator has established a partnership with Walden University, which has Human Services and Social Work Degree Options. An Illinois representative from Walden is available for class presentations, recruitment fairs, and application sessions; an articulation agreement is being developed and several upcoming graduates have expressed interest in the Walden program.

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Need:

The need for the IVCC Human Services Program has been validated through area employers' routine requests for upcoming graduates to fill staff positions. In spite of state budgetary constraints, there has been a steady need for staff with human services skills. This need has been particularly verified by AAS practicum students, who move into agency jobs prior to or upon graduation. In addition, due to the strengthening credibility of the Human Services Program, there has been a significant increase in area advertisement for jobs that state "AAS in Human Services preferred."

It is anticipated that additional human services jobs will be created due to the overwhelming economic struggles of Illinois Valley residents. Invisible to the general population are community citizens who are living desperately without adequate resources for food, shelter, mental health counseling, reliable transportation, and accessible health care. This need is not always perceived, but the pressure on social service delivery is enormous.

Quality:

As part of its continual assessment, the IVCC Human Services Program uses such methods as portfolio evaluations, self-reflection journals and essays, agency surveys, and critical thinking and writing samples. In addition, the program uses an internship-based capstone project to evaluate student skills and competencies in the following eight program outcomes:

- Identify and apply the traits of a competent human service worker and assess personal strengths for helping and goals for professional development.
- Demonstrate knowledge of a variety of theoretical models for counseling and interviewing clients in one-to-one and group situations. Demonstrate basic helping skills including empathy, active listening, caring-concern and respect in all professional relationships.
- Utilize the ethical and professional standards of the National Organization for Human Services.
- Describe the role of Human Service agencies within the community.
- Demonstrate skills for cultural competence as identified by the National Organization for Human Services.
- Develop competence for helping in a variety of Human Service Organizations.
- Develop, implement, and evaluate specific plans of action to respond to diverse client needs.

This capstone project has proven to be a useful tool for program assessment, in particular by enabling second-semester interns to set performance goals for improvement. Most student interns have consistently received satisfactory or excellent performance evaluations in these competency areas. These methods will continue to be used to ensure and maintain the quality of the program.

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The biggest benefit of this capstone project has been the movement of student interns into staff positions at their site agencies. This trend has grown significantly in recent years.

Cost-effectiveness:

The IVCC Human Services Program is a particularly cost-effective program as the majority of core courses are taught by the Program Coordinator. The one required course taught by an adjunct instructor is HSR 1204: Addictive Disorders; this qualified instructor also serves as the IAODAPCA Substance Abuse Coordinator at no additional cost to the college. In addition, the AAS degree requires over ten general education courses across several disciplines.

While the student enrollment in recent years has been lower, Program costs have remained constant as the Program Coordinator's outreach to the Illinois Valley Communities is far-reaching as she performs many community-wide functions that benefit the program. For example, she has served on community agency boards and committees, provided ongoing consultation and training for employer partners, promoted national and regional resources for agencies, and assisted students in fundraising efforts. These efforts lay the foundation for many student service projects.

There is no compensation provided by IVCC for advisement to student organizations and honor programs. The Human Services Coordinator continues to serve as faculty advisor to the Human Services Organization and Tau Upsilon Alpha, the national human services honor society.

Action (*ONE Action per template*)

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

College Name: Illinois Valley Community College
District Number: District 513-01

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

INDUSTRIAL MAINTENANCE

CIP Code: 47.0303
Career Cluster: Manufacturing
Career Pathway: Maintenance, Installation and Repair
Program of Study: Industrial mechanics and Maintenance Technology

Community College Program Title: Industrial Maintenance Certificate
Degree Type: 30 – CERT.MNT

Improvements & Rationale for Action

Objectives:

IVCC was 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 Industrial Maintenance Certificate, along with the CNC Operator Certificate, the Production Welding Certificate, and the Certified Production Technician Certificate was one of the four IVCC targeted programs. Through the iNAM grant curriculum improvements have been made to align the program objectives with other similar programs across the state. The grant also allowed for new marketing materials and a program website to be created.

Through course evaluations and graduate surveys, students report they were satisfied with the course work and are well prepared for employment. Employer feedback from advisory committee meetings indicates satisfaction with graduate skills.

The students in this program work on projects helping to maintain equipment from the manufacturing and welding classes. Students, who are currently enrolled in the Industrial Maintenance program, are encouraged to take elective classes in machining to enhance their employability for millwright and maintenance machinist jobs.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	162	134	115	136	109	656
Credit Hours	392.0	335.0	278.0	320.0	231.0	1,556.0

Enrollment has increased from 53 in FY06, peaked in FY11 at 162 and leveled off in FY15.

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Recruitment for the program comes primarily from incumbent workers already employed in industry. If there is additional demand, the current schedule, staff availability, and facilities can accommodate additional sections to be added.

Need:

Local industry regularly contact the program coordinator looking for qualified maintenance technicians to fill vacant positions. The industrial sector is currently experiencing a period of lower levels of manufacturing production, while at the same time undergoing significant retirements, creating sustained need for new workers. The IDES statistics show an increase in demand for industrial machinery mechanics. Both local and statewide projections to 2022 show approximately a 22% increase in employment.

The industrial maintenance advisory committee meets annually and continues to provide relevant input regarding necessary skills and equipment. The program coordinator hosts this advisory meeting prior to the manufacturing advisory committee meeting as they share common members. This arrangement helps to minimize their time commitment while maximizing their participation. The advisory committee feedback continues to be extremely positive. The program coordinator continues to work closely with local industry. Several local employers use this program’s course work for the classroom hours for an approved Department of Labor Apprenticeship with their employees.

Quality:

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
CERT.MNT	10	8	4	7	4	33
Total	10	8	4	7	4	33

With the opening of the new Peter Miller Community Technology Center (PMCTC) in the spring semester of 2014, the industrial maintenance program moved into the new facility with two new state-of-the-art labs giving the program 50% more lab space and a new dedicated smart-classroom. This new Center has generated renewed interest in all of our industrial and 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.

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With the approval of the new Engineering Technology AAS degree the Industrial Maintenance Certificate is one of the stackable credentials leading to this new AAS degree. Students first complete the Certified Production Technical (CPT) Certificate program, then can gain entry level employment and continue their education by completing the Industrial Maintenance Certificate, a general education core of classes, and additional electives. This credential path also offers students the opportunity to earn two industry recognized credentials (OSHA-10 and MSSC-CPT) embedded in the CPT certificate. In addition, a new 3+1 agreement with Northern Illinois University was signed in FY15. IVCC is currently working to add this new AAS degree to the agreement. This would make a bachelor degree option available to the Industrial Maintenance Certificate completers.

Cost-effectiveness:

Course fees are adjusted annually to cover instructional costs. The program coordinator and advisory committee members review the lab equipment and curriculum and make recommendations for updates or changes.

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 new hydraulics, pneumatics, mechanical, pipefitting, electrical, and PLC trainers.

Action (*ONE Action per template*)

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

College Name: Illinois Valley Community College
District Number: District 513-01

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

AUTOMOTIVE TECHNOLOGY

CIP Code: 47.0604
Career Cluster: Transportation, Distribution, and Logistics
Career Pathway: Facility and Mobile Equipment Maintenance
Program of Study: Automobile/Automotive Mechanics Technology/Technician

Community College Program Title:	Degree Type:
Associate Degree in Automotive Technology	03 – AAS.ATO
Advanced Automotive Technology Certificate	30 – CERT.ATO.AAT
Brakes, Suspension & Alignment Certificate	30 – CERT.ATO.ABS
Basic Automotive Technology Certificate	30 – CERT.ATO.BAT
Drivability Certificate	30 – CERT.ATO.DRV
Engine Performance Certificate	30 – CERT.ATO.ENP

Improvements & Rationale for Action

Objectives:

Today's automotive service industry requires technicians to be educated in automotive electricity and electronics. Automotive technicians must be able to quickly diagnose, service and repair today's complex vehicles. Illinois Valley Community College has provided quality automotive training for over 25 years.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	433	400	415	317	370	1,935
Credit Hours	1,593.0	1,452.5	1,536.5	1,130.5	1,369.5	7,082.0

Course section utilization (enrollment/capacity) averages 5% higher in the automotive program than the average IVCC career and technical course section. Through course evaluations and graduate surveys, students report they were satisfied with the course work and were well prepared for employment. Employer feedback at advisory committee meetings continues to indicate satisfaction with the IVCC automotive graduates. Job placement for program graduates has been consistently over 90%.

Need:

The Illinois Valley district continues to show a need for automotive service technicians with IDES long term projections indicating employment to increase by 8.84% in LWIA 4 and statewide by

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9.21% by 2022. While recent enrollments show a slight decline, the number of students enrolling and completing certificates and degrees will adequately meet the local employment demand. Maintaining the National Automotive Technicians Education Foundation (NATEF) accreditation has been a consistent draw to area students for this program.

Quality:

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
AAS.ATO	10	5	5	1	7	28
CERT.ATO.AAT	2	11	11	8	10	42
CERT.ATO.ABS	3	13	13	10	10	49
CERT.ATO.BAT	3	14	13	11	9	50
CERT.ATO.DRV	3	11	11	8	10	43
CERT.ATO.ENP	4	13	13	10	10	50
Total	25	67	66	48	56	262

The five certificates offered allow students to start earning specialty credentials prior to moving toward the AAS degree. Students are acknowledging the benefit of earning the stackable certificates as they work towards the AAS degree. Students are able to get employable skills with a certificate, gain entry level employment, and earn more income to support them as they seek additional training. IVCC automotive students take the national (voluntary) Automotive Service Excellence (ASE) exams during and after their studies; approximately 90% pass the test each year.

The automotive technology program has maintained stringent standards to meet NATEF certification requirements. In the summer of 2016, the program will be going through the 2 ½ year on-site visit for national re-certification (NATEF). To meet certification requirements, the two full-time and one part-time instructor each attend required annual training seminars.

The new automotive instructional building (J-East) was completed in the fall of 2013. New facilities include a new bench lab for engines & transmissions, a parts storage room, and an expanded tool room. Classes were first held in the new dedicated automotive classrooms in the spring of 2014. The program now also has a dedicated computer lab which will run All Data and Mitchell On-Demand electronic repair programs and provide students with online access to the Argo/Electude software that all automotive students now use. The new Argo software replaces a traditional textbook in approximately 75% of the automotive classes. Both students and faculty are extremely satisfied with the new instructional spaces.

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Job placement has been excellent for students for many years. Some AAS completers go on to attend Southern Illinois University to obtain a 4-year degree and further their educations. A new 3+1 agreement with Northern Illinois University was signed in FY15. Automotive students, through careful planning with a counselor, now have the option after they complete their AAS degree to complete additional hours (for a total 90 credit hours) at IVCC and then transfer to NIU and complete 30 additional credit hours (online or face-to-face) to complete a Bachelor's degree in Technology.

The IVCC automotive program has a very active Advisory Committee which meets jointly with the high school automotive program from the LaSalle-Peru Area Career Center. Automotive instructors from three other high schools also serve on the committee. The joint meeting helps to ensure that the high school curriculums are aligned with the IVCC program. Based on advisory committee input the program coordinators will investigate updating the program curriculum to include curriculum on hybrid and electric plug-in vehicles along with light & medium duty diesel vehicles.

Cost-effectiveness:

Course fees are adjusted annually to cover instructional supply costs. Annually the program coordinators and advisory committee members review the lab equipment and curriculum and make recommendations for updates. IVCC continues to leverage Perkins Grant funding and auto shop revenues to maintain and update equipment for the program. Equipment selections are also informed by NATEF certification requirements. Since 2011 the automotive lab has been updated with the following items:

- 2-Channel Pico Scope w/ laptop (2)
- Super-Shifter Transmission Tester
- Additional R-134a refrigerant Recovery, Recycling and Recharging machine
- Pro-Cut on-car brake lathe
- GM MDI Hardware Kit w/ reflasing software
- TPMS tool w/ Bluetooth
- MotorVac Transmission Flush Machine
- Scan tools
- Break Flushing Machine
- Automotive Battery Supply for re-flashing
- Rotary 12,000 lb. lift
- Time Clock
- Multi-coolant System exchanger
- Battery Starter & charging system Tester
- FSA 050 Hybrid tester - CAT III
- Smoke Machine - leak detector
- Hunter alignment machine is being quoted and will be ordered in July 2016.

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Action (*ONE Action per template*)

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

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District Number: District 513-01

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

TRUCK DRIVER TRAINING

Program Identification Information

CIP Code: 49.0205
Career Cluster: Transportation, Distribution, and Logistics
Career Pathway: Transportation Operations
Program of Study: Truck and Bus Driver/Commercial Vehicle Operation

Community College Program Title:	Degree Type:
Truck Driver Training Certificate	30 – CERT.TDT
Truck Driver Training Advanced Proficiency Certificate	30 – CERT.TDT.ADV.PRO

Improvements & Rationale for Action

Objectives:

Enrollments in the Truck Driver Training (TDT) Program remain steady. The average age of a TDT student is 45. These students are looking for a career with benefits at a good wage that will provide job stability. Students report that wage and job security are most important to them when indicating their reason for enrolling in Truck Driver Training. Classes do not follow the traditional semester schedule, allowing classes to begin every month and evening classes to begin every six weeks. Making these classes available this frequently is an important feature of the program, allowing students almost immediate access to the class with employment to follow upon graduation. Day and evening classes are available throughout the entire year, allowing us to better serve the community.

Females make up about 7% of our enrollments. Students must meet the standards of the Department of Transportation physical and drug screen before they can be enrolled in the program. Once students begin class, they are placed in the drug and alcohol testing consortium at Illinois Valley Community Hospital and subject to the trucking industry requirements of drug and alcohol testing. Students must meet with the program coordinator for program information and an interview before they can register. These one-on-one interviews provide information about the jobs available and offer a real picture of what's required to be a truck driver. All our students are full-time and expect to go to work immediately following graduation.

Classes are small (6 students), giving students a better experience in a learning environment that focuses on proper equipment operation with an emphasis on safety procedures. The TDT program highlights quality instruction and customer service to assure success in completion. If a student is not successful in passing the Commercial Driver's License state licensure on their first try, they are

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brought back to the training course and complete additional skills practice. We schedule another test and take that student back to test again.

The advisory committee meets annually and has good attendance and input. The committee is made up of trucking professionals who are strong supporters of this program. Many of the advisory council members represent the areas of recruitment and safety training. Their involvement in the curriculum and their knowledge of the skills of the coordinator and instructors contributes to their willingness to hire students, both before and after training.

Staffing consists of one full- time program coordinator, one part-time administrative assistant, and six part-time instructors. In 2006 the program was expanded to Sauk Valley Community College. This partnership allows us to deliver the program to another college while helping to absorb our fixed costs and provide additional income to IVCC.

Enrollment/Retention/Placement:

Enrollments and Credit Hours

FY Enrollments	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
Duplicated Headcount	170	144	160	154	130	758
Credit Hours	850.0	724.0	795.0	774.0	658.0	3,801.0

Job placement stands at 95% for students completing the TDT program. Companies continue to visit our classes and recruit students to be drivers at their companies. Jobs available to our students are regional, over the road and some local work. Starting pay for most regional jobs can range from \$40,000 to \$60,000 and provide benefits as well. Our training center has over 40 job applications and job information sheets for students to review and apply.

There’s a large group of companies that will consider hiring felons and people with DUIs as long as they meet certain standards. Everyone interested in the TDT program must meet with the program coordinator and be evaluated for the program and job placement.

Need:

The trucking industry needs drivers to fill seats left vacant by the driver shortage. According to the American Trucking Association “Truck Driver Shortage Analysis 2015,” the driver shortage could be as high as 73,500 drivers for 2016. If nothing changes in the trend line, the shortage could reach 174,500 drivers by 2024.

New federal CSA 2010 trucking regulations targeted at drivers and trucking companies will create additional openings and opportunities for people entering the industry as professional drivers.

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Local and mid-western trucking companies such as NFI, R-Delivery, TMC, Maverick, and McElroy come into our classes to recruit students. Most students have a job secured while attending class and will begin their new career immediately following graduation.

We've been providing TDT classes at Sauk Valley Community College for over 10 years, serving the SVCC area and students with success. SVCC just signed another 3 year contract for IVCC to continue the TDT program. This demonstrates our program is a quality course of study providing opportunity and success for students.

Quality:

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
CERT.TDT	89	59	79	67	53	347
CERT.TDT.ADV.PRO	0	0	0	1	5	6
Total	89	59	79	68	58	353

Statistics show that 95% of the TDT students pass the state exam and successfully obtain their CDL the first time testing. Those that need to test again are rescheduled and tested again whether it's the permit test or the final equipment testing. Classes consist of 6 students in the classroom, and when the equipment training begins, those 6 are divided into two groups of 3 students per instructor. The instructors have decades of experience in the trucking industry as drivers.

Cost-effectiveness:

Tuition costs for TDT at community colleges in Illinois range from \$3,500 at Lincoln Land in Springfield to \$5,100 at Olive Harvey near Chicago. IVCC tuition for TDT is \$3,972 and this includes the DOT physical, drug screen, permit fee and the National Safety Council's Defensive Driving program. IVCC costs are near the lower level of tuition, providing our students a professional program at an affordable cost.

Day classes take four weeks to complete while evening classes are six weeks long. Our training center is only five years old, and our trucks and trailers are 2017 models, providing students with up-to-date equipment.

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Action (*ONE Action per template*)

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

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District Number: District 513-01

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

SUBSTANCE ABUSE TREATMENT

Program Identification Information

CIP Code: 51.1501
Career Cluster: Human Service
Career Pathway: Counseling and Mental Health Services
Program of Study: Substance Abuse/Addiction Counseling

Community College Program Title:	Degree Type:
Basic Substance Abuse Treatment	30 – CERT.SAT.BAS
Advanced Substance Abuse Treatment	20 – CERT.SAT.ADV

Improvements & Rationale for Action

Objectives:

The Substance Abuse Certificate Program meets the educational component set forth by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA, Inc.), for obtaining a Certified Alcohol and other Drug Certification (CADC). Within the program, students are exposed to the fundamental theory of helping others with Substance Use Disorders, as well as complete a 300 hour internship at an IAODAPCA, Inc. certified site. Students are under the guidance of a supervisor with CADC credentials.

At these sites, students are required to have at minimum, one hour per week individual supervision as well as at least 10 hours in each of the twelve core components of Substance Use Disorder treatment set by IAODAPCA, Inc. This program has a four-prong evaluative process. The internship supervisor evaluates the performance of students and IVCC's program, and students have the opportunity to evaluate the internship site and IVCC's program. With information collected from these written and verbal evaluations, a 5 credit hour course, HSR 1208: Substance Abuse Practicum was added. This targeted seminar offers structured, skill-based support for students in their Substance Abuse internship.

Upon completion, students will:

1. Demonstrate understanding of the impact of alcohol and other drug use on the individual.
2. Comprehend historical and contemporary approaches to addictions treatment.
3. Demonstrate how bio-psycho-social-spiritual aspects work synergistically in treating individuals with addictions.
4. Evaluate the significance of holistic, client-centered treatment modalities for successful intervention with individuals with addictions.

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5. Identify and discuss the core functions of an Alcohol and Drug Abuse Counselor.
6. Identify and apply a variety of addictions treatment approaches to design effective intervention strategies for individuals with diverse needs.

Enrollment/Retention/Placement:

Degrees/Certificates Awarded

Program Title	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Grand Total
CERT.SAT.ADV	1	2	0	0	0	3
CERT.SAT.BAS	0	5	0	0	0	5
Total	1	7	0	0	0	8

Although overall enrollments in the Human Services program have declined (see [Human Services-Enrollment & Credit Hours](#)), there has been an increase of student enrollment in the Substance Abuse Certificate Program. This increase can be attributed to the addition of two internship sites. Now, in addition to the Sheridan Correctional Center, students have been placed at The Illinois Institute for Addiction Recovery in Bloomington and Peoria, IL. The latter has offered full-time job placement following internship.

Even with the addition of the new internship sites, two main barriers exist in completion. First, students were clinically struggling at internship sites, which led to program abandonment. To alleviate this, additional classes within the program were added to the prerequisites for internship enrollment, as well as adding class HSR 1208 which is a combination internship and seminar class specific to substance abuse issues with the goal of increased clinical support and success for students. Second, our current practicum sites are located 38 to 59 miles from campus. Some students were unable to make this trek because of finance or family obligation, leading to program cessation. Continued efforts are being made to increase practicum sites closer to campus to optimize student completion.

Need:

The trend of increased enrollment in the Substance Abuse Certificate Program indicates the need for the program, and has a twofold rationale. First, the economic downturn has created a significant increase in unemployment causing a need for further education. Second, many of our students have been touched by substance abuse in some way, may it be a family member, friend, or significant other. This personal vestment has trended into significant retention in this career path.

In addition, it is well documented that Substance Use Disorders have a tremendous impact within a community. Based on these far reaching effects, the Substance Abuse Program integrates well with

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other fields. These include, but are not limited to, mental health, nursing, law enforcement, and human services.

Quality:

IVCC is an Accredited Training Program (ATP) by IAODAPCA, Inc. As an ATP, IAODAPCA, Inc. sets standards to ensure that students are receiving the necessary foundational education to be successful Substance Use Disorder (SUD) counselors. It also allows students to be “fast-tracked” in attaining their CADC. The Substance Abuse Program Co-coordinator is in regular contact with IAODAPC’s ATP coordinator to ensure the quality of the program. Additionally bi-yearly round table meetings with other school program coordinators to discuss trends, successes and barriers in their programs are utilized

Cost-effectiveness:

The population of the Illinois Valley has suffered from economic hardship related to outsourcing, business closings and workforce reduction. This has created a need for job training or retraining. This program allows a quick re-entry into the work force, as it can be completed in two to three semesters. Not only is the program cost effective for students, the Substance Abuse Program Coordinator holds a part-time position which reduces IVCC’s budget cost.

Action (*ONE Action per template*)

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

College Name: Illinois Valley Community College
District Number: District 513-01

SUMMARY REPORT OF REVIEW RESULTS – ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

SOCIAL & BEHAVIORAL SCIENCES

Discipline Area: Anthropology (ANT), Human Services (HSR), Political Science (PSI),
Psychology (PSY), Sociology (SOC), Social Work (SWK),
Special Topics in Social Science (SSI)

Improvements & Rationale for Action

Background:

At Illinois Valley Community College, disciplines of Social and Behavioral Sciences, including psychology, sociology, anthropology, human services, and political science, reside within the Division of Humanities, Fine Arts, and Social Sciences (gender studies and history are considered humanities and fine arts at IVCC and were included in the Humanities and Fine Arts report issued in 2015). The social/behavioral disciplines account for approximately half of the division's aggregate enrollment. The fundamental objectives of these areas are to 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, currently constituting 49 percent of enrollment.

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, focused on engaging learners and the community, and is studying the long-term transit of our learners through the educational process.

Planning for Success: A significant improvement in the context of IVCC's Social and Behavioral Sciences 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 social and behavioral sciences areas contribute to and take their imprint from the general goals of the division.

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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.

Engaging Learners and the Community: Such activities include field trips for students, sometimes assisted by student affairs funding; public presentations; activity in professional organizations; publications; and sponsored guest appearances. Some presentations educate those working with social issues, or provide avenues of empowerment for those with need. As these examples illustrate, faculty in the Social and Behavioral Sciences have worked hard to foster connections between the academy and the world outside IVCC, making the division a powerful means of communicating with the region served and of promoting the values of IVCC.

Studying the Transit of Our Learners: Learning more about the transit of our learners from high school through our college classes and beyond is the focus of a major research project of the Dual Credit Task Force and our IR department that entails looking at what happens to graduating cohorts of high school seniors who come to IVCC. Using internal and National Student Clearinghouse data, we hope to understand how best to offer dual credit, dual enrollment, and regular classes to serve our population.

Need:

Unquestionably, the courses offered are “bread-and-butter” transfer classes that get our students into four-year schools. And in addition to Psychology and Sociology being almost universal requirements, Sociology is needed for the Nursing program.

Cost-Effectiveness:

Our tuition is at a par with our peer institutions, and our dual credit tuition is 75 percent of regular tuition. Several initiatives have been discussed regarding providing discounted or remitted tuition for students completing substantial amounts of dual credit. Certainly, dual credit classes constitute a bargain for students as they are IAI transferable. We do not offer Social/Behavioral Sciences courses that are not articulated through the IAI.

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Challenges:

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

Of course, hiring quality adjunct faculty for 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 employment 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. The mileage budget has had to be increased to accommodate the increased dual credit offerings at different sites.

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. Since the last review, the following Early Entry (E2) College classes have been added at these locations:

Location	Sec Name	Added
DePue HS	PSY-1000	15/FA
Hall HS	PSY-1000	15/FA
Midland HS	PSI-1000	14/FA
Princeton HS	PSI-1000	11/SP
Seneca HS	SOC-1000	15/SP
	PSI-1000	15/FA
Serena HS	ANT-1000	12/FA
St. Bede HS	PSY-1000	15/SP
	PSI-1000	15/FA
Streator HS	PSY-1000	15/FA

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The changing environment of dual credit education has driven a shift in the source of its 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 travel to sites to teach. At the same time that strong 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 tables show the aggregated, dual credit only ("E2"), and non-dual credit only Social/Behavioral Sciences enrollment in credit hours which, though falling from a peak in 2011, 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.

Social/Behavioral Sciences - ALL COURSES (Including E2 College Courses)						
	FY2011	FY2012	FY2013	FY2014	FY2015	5 YR TOTAL
Net Registration	3,063	2,734	2,442	2,317	2,340	12,896
Retention Rate	92.62%	90.86%	90.46%	90.12%	91.45%	91.18%
Success Rate	79.76%	76.19%	79.44%	77.86%	78.85%	78.44%

Social/Behavioral Sciences - E2 COLLEGE COURSES						
	FY2011	FY2012	FY2013	FY2014	FY2015	5 YR TOTAL
Net Registration	479	453	480	356	403	2,171
Retention Rate	96.45%	98.01%	96.25%	96.35%	98.01%	97.01%
Success Rate	94.15%	92.05%	92.71%	92.42%	96.28%	93.51%

Social/Behavioral Sciences - ALL COURSES (Excluding E2 College Courses)						
	FY2011	FY2012	FY2013	FY2014	FY2015	5 YR TOTAL
Net Registration	2,584	2,281	1,962	1,961	1,937	10,725
Retention Rate	91.91%	89.43%	89.04%	88.99%	90.09%	90.00%
Success Rate	77.09%	73.04%	76.20%	75.22%	75.22%	75.38%

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Note that dual credit registrations form a substantial part of the whole, in 2015 running over 17 percent. Retention rates and success rates are higher within dual credit classes than within generally-offered classes, in part because the dual credit classes are offered to a closed population of students deemed pre-qualified by their advisors. Retention and success rates remain strong across the different subject areas, dual credit or not, as indicated by the following table:

Social/Behavioral Sciences - ALL COURSES (Including E2 College Courses)							
		FY2011	FY2012	FY2013	FY2014	FY2015	5 YR TOTAL
Anthropology (ANT)	Net Registration	165	165	233	211	159	933
	Retention Rate	96.36%	93.33%	91.42%	88.15%	93.08%	92.18%
	Success Rate	88.48%	79.39%	80.26%	74.41%	76.10%	79.53%
Human Services (HSR)	Net Registration	157	125	65	111	105	563
	Retention Rate	91.08%	96.80%	86.15%	98.20%	88.57%	92.72%
	Success Rate	76.43%	76.80%	76.92%	82.88%	72.38%	77.09%
Political Science (PSI)	Net Registration	306	238	220	198	221	1,183
	Retention Rate	85.62%	88.66%	85.91%	87.88%	87.33%	86.98%
	Success Rate	74.18%	73.11%	74.55%	79.80%	82.35%	76.50%
Psychology (PSY) <small>does not include PSY-2001</small>	Net Registration	1,456	1,269	1,168	985	1,133	6,011
	Retention Rate	92.65%	89.68%	89.90%	88.02%	91.88%	90.58%
	Success Rate	80.91%	77.70%	80.99%	77.46%	81.55%	79.80%
Sociology (SOC)	Net Registration	953	918	726	773	700	4,070
	Retention Rate	94.65%	91.94%	92.98%	92.24%	92.29%	92.87%
	Success Rate	78.70%	74.40%	78.37%	77.88%	74.71%	76.83%
Social Work (SWK)	Net Registration	24	15	23	22	21	105
	Retention Rate	83.33%	80.00%	82.61%	100.00%	90.48%	87.62%
	Success Rate	83.33%	60.00%	73.91%	68.18%	90.48%	76.19%
Special Topics in Social Science (SSI)	Net Registration	2	4	7	17	1	31
	Retention Rate	100.00%	100.00%	100.00%	100.00%	0.00%	96.77%
	Success Rate	100.00%	100.00%	100.00%	100.00%	0.00%	96.77%
Grand Total	Net Registration	3,063	2,734	2,442	2,317	2,340	12,896
	Retention Rate	92.62%	90.86%	90.46%	90.12%	91.45%	91.18%
	Success Rate	79.76%	76.19%	79.44%	77.86%	78.85%	78.44%

College Name: Illinois Valley Community College

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When dual credit offerings are broken out of this mix, a strong retention/success pattern for them emerges, as the following two tables illustrate:

Social/Behavioral Sciences - E2 COLLEGE COURSES							
		FY2011	FY2012	FY2013	FY2014	FY2015	5 YR TOTAL
Anthropology (ANT)	Net Registration			36			36
	Retention Rate			88.89%			88.89%
	Success Rate			86.11%			86.11%
Political Science (PSI)	Net Registration	86	75	67	89	70	387
	Retention Rate	100.00%	98.67%	92.54%	97.75%	100.00%	97.93%
	Success Rate	100.00%	93.33%	91.04%	96.63%	100.00%	96.38%
Psychology (PSY) <small>does not include PSY-2001</small>	Net Registration	297	234	283	150	264	1,228
	Retention Rate	94.28%	96.58%	97.17%	92.67%	96.97%	95.77%
	Success Rate	92.26%	94.02%	92.23%	85.33%	94.70%	92.26%
Sociology (SOC)	Net Registration	96	144	94	117	69	520
	Retention Rate	100.00%	100.00%	98.94%	100.00%	100.00%	99.81%
	Success Rate	94.79%	88.19%	97.87%	98.29%	98.55%	94.81%
Grand Total	Net Registration	479	453	480	356	403	2,171
	Retention Rate	96.45%	98.01%	96.25%	96.35%	98.01%	97.01%
	Success Rate	94.15%	92.05%	92.71%	92.42%	96.28%	93.51%

Social/Behavioral Sciences - ALL COURSES (Excluding E2 College Courses)							
		FY2011	FY2012	FY2013	FY2014	FY2015	5 YR TOTAL
Anthropology (ANT)	Net Registration	165	165	197	211	159	897
	Retention Rate	96.36%	93.33%	91.88%	88.15%	93.08%	92.31%
	Success Rate	88.48%	79.39%	79.19%	74.41%	76.10%	79.26%
Human Services (HSR)	Net Registration	157	125	65	111	105	563
	Retention Rate	91.08%	96.80%	86.15%	98.20%	88.57%	92.72%
	Success Rate	76.43%	76.80%	76.92%	82.88%	72.38%	77.09%
Political Science (PSI)	Net Registration	220	163	153	109	151	796
	Retention Rate	80.00%	84.05%	83.01%	79.82%	81.46%	81.66%
	Success Rate	64.09%	63.80%	67.32%	66.06%	74.17%	66.83%
Psychology (PSY) <small>does not include PSY-2001</small>	Net Registration	1,159	1,035	885	835	869	4,783
	Retention Rate	92.23%	88.12%	87.57%	87.19%	90.33%	89.25%
	Success Rate	78.00%	74.01%	77.40%	76.05%	77.56%	76.60%
Sociology (SOC)	Net Registration	857	774	632	656	631	3,550
	Retention Rate	94.05%	90.44%	92.09%	90.85%	91.44%	91.86%
	Success Rate	76.90%	71.83%	75.47%	74.24%	72.11%	74.20%
Social Work (SWK)	Net Registration	24	15	23	22	21	105
	Retention Rate	83.33%	80.00%	82.61%	100.00%	90.48%	87.62%
	Success Rate	83.33%	60.00%	73.91%	68.18%	90.48%	76.19%
Special Topics in Social Science (SSI)	Net Registration	2	4	7	17	1	31
	Retention Rate	100.00%	100.00%	100.00%	100.00%	0.00%	96.77%
	Success Rate	100.00%	100.00%	100.00%	100.00%	0.00%	96.77%
Grand Total	Net Registration	2,584	2,281	1,962	1,961	1,937	10,725
	Retention Rate	91.91%	89.43%	89.04%	88.99%	90.09%	90.00%
	Success Rate	77.09%	73.04%	76.20%	75.22%	75.22%	75.38%

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Summary:

The Social and Behavioral Sciences aggregate remains strong, a pillar of the transfer-oriented mission of Illinois Valley Community College. Its faculty and staff are dedicated and professional, and its learners, while taking advantage of a low-cost education, manifest a strong record of success.

Principle Assessment Measures:

Standardized assessments

Writing samples

Portfolio evaluation

Course embedded questions

Student surveys

Analysis of enrollment, demographic, and cost data

College Name: Illinois Valley Community College
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**SUMMARY REPORT OF REVIEW RESULTS –
 CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2016**

TRANSFER FUNCTIONS & PROGRAMS

Cross-Disciplinary Program: Associate in Arts (A.A.)
 Associate in Science (A.S.)
 Associate of Arts in Teaching (A.A.T.)
 Associate in Engineering Science (A.E.S.)
 Associate in General Studies (A.G.S)

Improvements & Rationale for Action

Objectives:

The objective of the curricula is to provide students with the appropriate foundational general education core of courses to successfully matriculate to a senior institution of higher learning in order to complete a Bachelor’s degree.

The more specialized A.A.T., A.E.S, and A.G.S degrees are designed as slight variations of the more traditional Associate in Arts and Associate in Science degrees. The A.A.T. and A.E.S. are specifically of interest to students who plan to major in Education and Engineering respectively, while the A.G.S offers students the opportunity to experiment with several different areas of coursework so as to ‘test drive’ disciplines in order to hone in on a focused interest.

Transfer functions and programs:

Transfer-Oriented Degrees Awarded

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5 YR TOTAL
Associate in Arts (A.A.)	132	102	107	97	87	525
Associate in Science (A.S.)	222	246	228	234	214	1,144
Associate of Arts in Teaching (A.A.T.)	8	3	1	4	0	16
Associate in Engineering Science (A.E.S.)	3	3	2	0	5	13
Associate in General Studies A.G.S)	15	23	23	16	18	95
Total	380	377	361	351	324	1,793

Source: ICCB\Data Book\2016 Data and Characteristics of the Illinois Public Community College System\Annual Enrollment and Completion Data

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Generally, the curricula objectives are achieved. As is illustrated in the [Transfer-Oriented Degrees Awarded](#) chart, the Associate in Science degree is the most popular degree choice for IVCC transfer students. The transfer program at IVCC is of the greatest importance and accounted for over 66% of registered credit hours during FY15. While IVCC is a comprehensive community college, offering a variety of services and academic offerings to the community, the transfer program is, at its core, the flagship program.

Patterns:

There continues to be a decreasing trend in students completing the Associate in Arts degree when compared to its transfer counterparts. During FY15, IVCC awarded 87 Associate in Arts degrees, a low mark over the past 10 years. Meanwhile, the College continues to regularly award over 200 Associate in Science degrees annually, making it the most preferred transfer program by far. However, recent changes to the Associate in Science degree requirements could significantly impact the number of Associate in Arts completions. The changes substitute a Humanities & Fine Arts course with an additional Math or Science course for Associate in Science completion, delineating a clear difference between the two degrees.

The number of awards remains relatively constant in regards to the A.A.T., A.E.S., and A.G.S. degrees. Students appear to be more apt to declare themselves as an Associate in Arts and/or an Associate in Science student.

Anecdotally, IVCC continues to offer a strong transfer program. Recently, the College has partnered with the University of Illinois at Urbana-Champaign to offer UIUC College of ACES courses in an online format to IVCC students, promoting seamless transition to UIUC upon completing an Associate in Science degree. Likewise, IVCC continues to facilitate transfer programs by remaining active as a participant in the Illinois Articulation Initiative and by continuing to maintain transfer information and course equivalencies by way of a Counseling Articulation Handbook, which provides accurate program-specific guidance for students across the entire spectrum of transfer programs.

IVCC's mission is to "teach those who seek and be enriched by those who learn." The transfer programs at IVCC certainly are a function of that mission. Some transfer programs are more popular than others, but all serve a very distinct population of students successfully. Qualitatively referencing IVCC Institutional Research and National Student Clearinghouse data, over 70% of transfer programs graduates pursue additional education at IVCC or elsewhere after one year.

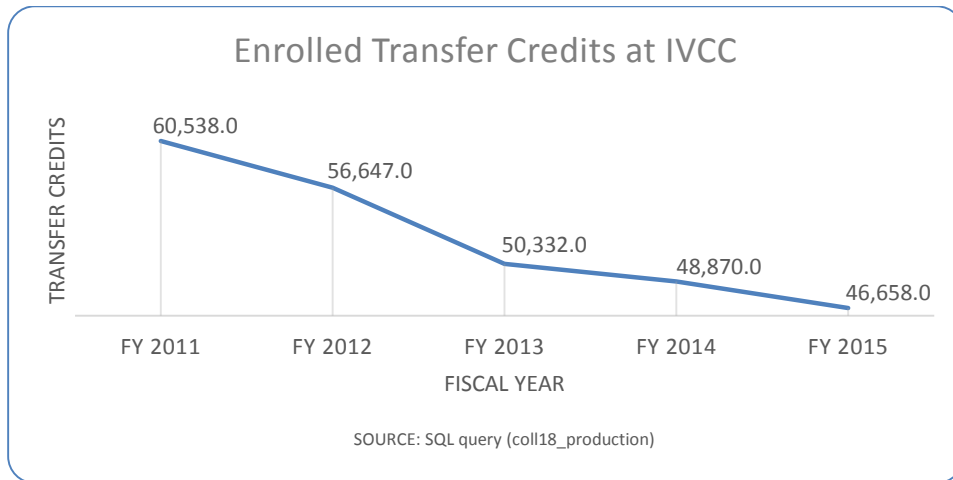
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Need:

While there is absolutely a need for offering transfer programs, two concerning trends (see [Enrolled Transfer Credits at IVCC](#)) have appeared: the steady decline in enrolled credit hours and number of A.A.T. and A.E.S. degrees awarded.

Despite these concerning trends, the College does believe in offering the full line of transfer programs. The College has consistently responded to student need and will continue to do so.



Cost-effectiveness:

IVCC continues to offer quality academic programs and services at affordable rates. That being said, even students with the greatest financial need have options for financing their education at IVCC. Graduates routinely realize savings in upwards of thousands of dollars when compared to senior institutions.

Quality:

According to the Community College Survey of Student Engagement (CCSSE) completed during the spring of 2015, students reported that they learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. One way the College has chosen to highlight this finding and improve the quality of its instruction is by introducing counselors to students placed in remedial Reading and English courses. This connects an at-risk population of students with an advisor and success coach throughout the semester in hopes of promoting engagement and active learning. It also integrates student services with academic affairs and melds the curricular portion of the transfer program with the student support portion.

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SUMMARY REPORT OF REVIEW RESULTS – STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

Financial Aid

Student & Academic Support Service Area: Financial Aid

Major Findings and Improvements/Modifications to the Area

Function of the Program:

During the past five years the Financial Aid Office has continued its mission to provide excellent service to our students and to assure the department is adhering to all federal and state regulations.

Strengths and Weaknesses:

The Financial Aid and Veterans areas are very strong in staffing, available resources, and support for training. The department is now fully staffed with a director, four full-time financial aid/veterans advisors and one full-time administrative assistant. The director and advisors have been in the financial aid field from nine to thirty-four years each. The College has provided additional support from the Information Systems department and funding for software and customizations needed to support the financial aid office's mission to service our students. Funding has also been provided for every staff person to attend on-going training in financial aid and/or veterans' benefits.

Areas of weakness pertain to our overall marketing. While we do an excellent job of individually communicating with our student applicants, we could communicate better with our prospective students. Modifications to our website and the creation of IVCC financial aid brochures would be helpful. Collaborating with the Admissions and Marketing departments to better utilize social media could also be beneficial.

Quality Improvements or Modifications:

In our previous report from 2011, numerous changes and initiatives were highlighted in the categories of communications, veterans, technology and staffing. In an effort to be consistent, these categories will be revisited with a focus on changes since the last report. Unless otherwise noted, it can be assumed that the improvements documented in the 2011 report are still incorporated as part of our standard services.

Communication:

- Relocated the office. The Financial Aid and Veteran's Office has moved to the new Peter Miller Community Technology Center. We are now part of a one-stop-shop with the Admissions, Record and Cashier's Offices.

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- Added student computers. The department has added two student use computers. Thus, students can work on their FAFSA applications with individual assistance from a financial aid staff person.
- Provided individual offices to financial aid staff, allowing privacy for their conversations with students and their families.
- Designated office space for the Illinois Student Assistance Commission's ISAC Corps representative.
- Contributed important date-driven information to the Student Services "all students" text and email alerts.
- Revamped award letter to include a breakdown of grant funds based on credit hours enrolled. This provides part-time students with more usable information.
- Partnered with the IVCC Foundation in a campaign to raise funds for a Tuition Assistance Award. These funds are used specifically to assist middle-class students with financial needs, summer students who have exhausted their grants, adult students, and high school equivalency (HSE/GED) students.

Veterans:

- Created private office space. The Veteran's Coordinator now has a separate office in which to discuss issues with our veterans.
- Provide support for service members via VA Vocational Rehabilitation representatives and campus visits.
- Completed 2016 VA audit without any exceptions or recommendations.
- Created Shopping Sheet. In addition to the Financial Aid Award Letter, military personnel also receive a standardized Shopping Sheet, with mandated information regarding costs and aid.
- Instituted the priority registration for veterans.

Technology:

- Initiated new Gainful Employment reporting to the Department of Education.
- Organized Student Consumer Information in one location on the IVCC home page.
- Developed specialized financial aid academic transcript. This transcript includes developmental coursework, which is not part of the standard college transcript.
- Implemented FA-Link, which eliminates financial aid *paper* bookstore vouchers and moves the whole process on-line.

Staffing:

- Restored the Financial Aid Administrative Assistant back to a full-time position.
- Increased travel budget to include the Department of Education's FSA conference.

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- Participated in the Leadership Retreat sponsored by the Illinois Association of Student Financial Aid Administrators (ILASFAA).
- Attended one or more training opportunities. These include the ILASFAA conference, the FSA conference, the veteran's AVECO conference, Illinois Student Assistance Commission (ISAC) workshops, Colleague/Datatel workshops and numerous webinars.

Looking forward, the financial aid area still has more it needs to accomplish. Starting with the 2017-2018 year, students will begin applying for financial aid in October, using their "prior-prior" year's taxes. An outreach plan needs to be developed and implemented to educate our students, their families, and the area high schools to the new process. This is especially necessary as the earlier FAFSA filing will have a direct effect on funding from the state.

Required federal and state reporting issues are also a focus for the coming year. Gainful Employment is still evolving. Data has been sent to the Department of Education and additional information will be required upon receiving their response. The Illinois Student Assistance Commission is requiring additional reporting on advising for their Monetary Award Program (MAP) recipients.

Cost Effectiveness:

Future Concerns:

In 2011 funding from the Illinois Student Assistance Commission (ISAC) was listed as an area of concern. At that time, the concerns centered on the continuous tightening of application deadlines for MAP consideration and the lack of reimbursed funding for the Illinois military programs. Five years later, these same concerns still exist and have become much worse.

ISAC is still only able to consider FAFSA filing dates until mid-March for MAP consideration. With the change coming in 2017-2018, allowing the FAFSA filing to begin on October 1, 2016, it is anticipated that MAP funding will run dry by mid-December. Needy families who continue to believe they should file the new FAFSA on January 1, 2017, may well have already lost eligibility for the MAP Grant.

Adding to the funding issue is the State's budget impasse. As of this writing, ISAC had been given funding to cover the 2015 MAP Grants. While there is no commitment for funding the 2017-2018 year, the college will cover the costs for student MAP grants contingent upon eventual reimbursement from the State. Finally, reimbursement for the Illinois Veterans' Grant is still non-existent.

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**SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2016
BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT
INITIATIVES**

No Supplemental Report required for FY16.

College Name: Illinois Valley Community College
District Number: District 513-01

CONTACT INFORMATION

College:	Illinois Valley Community College
Name & Title:	Deborah L. Anderson, Ph.D., Vice President for Academic Affairs
Phone Number:	(815) 224-0406
Email Address:	Deborah_Anderson@ivcc.edu

College Name: Illinois Valley Community College
District Number: District 513-01

IVCC FIVE-YEAR SCHEDULE OF PROGRAM REVIEW

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

College Name: Illinois Valley Community College
District Number: District 513-01

IVCC FIVE-YEAR SCHEDULE OF PROGRAM REVIEW

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

College Name: Illinois Valley Community College
District Number: District 513-01

IVCC FIVE-YEAR SCHEDULE OF PROGRAM REVIEW

FY 2021

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