

Fiscal Year 2017

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

New ICCB Program Review Format

Submitted to the

Illinois Community College Board

Summer 2017



Illinois Valley Community College

District 513
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Oglesby, Illinois 61348
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Program Review Cover Page	
College	Illinois Valley Community College
District Number	513
Contact Person (name, title, contact information)	Dr. Deborah L. Anderson, Ph.D. Vice President for Academic Affairs 815 N Orlando Smith Rd. Oglesby, IL 61348 815.224.0405 deborah_anderson@ivcc.edu
Fiscal Year Reviewed:	2017
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Career and Technical Education	02
Academic Disciplines	51
Cross-Disciplinary Instruction	57
Student and Academic Support Services	58
Prior Review Supplemental Information	N/A
Other Attachments as Necessary	N/A

Career & Technical Education				
<i>COLLEGE NAME:</i>		Illinois Valley Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
11 AAS in Computer Networking Administration AAS.CSN	Degree	62	11.1001	CERT.CSN
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The goals of the computer networking degree and certificate are to provide the Illinois Valley with graduates who can work at an entry level computer networking position.		
To what extent are these objectives being achieved?		Graduates are demonstrating knowledge by successfully completing all course work and independent certification tests.		
Past Program Review Action What action was reported last time the program was reviewed?		Past program review actions include continued curriculum modifications each year, focused recruitment of students, and continued partnerships with colleges and universities for bachelor degree completion.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		There are no pre-requisites for entering the program.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See Computer Networking Program Guides on pages 8 & 9. (To see full .pdf version, please click on program guide)		
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		32 credit hours for certificate and 62 credit hours for degree. All courses have been approved by computer networking advisory committee. The committee believes all courses are necessary for employment in the networking field.		

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Computer networking jobs are in high demand across all related job descriptions according to the U.S. Bureau of Labor statistics. It is estimated to continue growing at 8% over the next 10-15 years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to the U.S. Bureau of Labor statistics, demand for information technology workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks.
1.3 What is the district and/or regional need?	Data for IVCC's district shows a 6% increase in jobs for computer networking in the next 5 years. It has remained at this pace for the past 5 years.
1.4 How are students recruited for this program?	Students are recruited through college open houses, job fairs, and individual sessions when requested. Students as young as 12 are recruited through STEM workshops held at the college.
1.5 Where are students recruited from?	Students are recruited from area high schools, junior high schools and adult students throughout the district.
1.6 Did the review of program need result in actions or modifications? Please explain.	We modified two core classes so that the lectures are presented online and the labs are late afternoon and evening face-to-face labs. This encourages more high school students to take the classes since it fits into their schedules better.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The total costs for the computer network program average \$140,000 per year - \$136,000 are salaries and fringe benefits.
2.2 How do costs compare to other programs on campus?	Costs are comparative to the other career and technical programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for the computer networking program through apportionment income, tuition, course fees, and a small portion is from Perkins grants.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not a large amount of funding comes from grants so no sustainability plan is needed.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost did not result in any modifications.

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The program's strengths are the breadth of knowledge the student receives. We don't cater to a specific vendor, but give the student a well-rounded education from a variety of vendors (e.g. Microsoft ,VMWare, Cisco)
3.2 What are the identified or potential weaknesses of the program?	A potential weakness is keeping students on track to complete the program in a reasonable time.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, online, blended (lectures online, labs face-to-face)
3.4 How does this program fit into a career pathway?	Students can graduate and get work directly or pursue a bachelor's degree through two universities that offer classes at IVCC.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We are using VMWare for many classes for virtual servers and workstations. We utilize video demonstrations for some classes that students can review before doing hands-on labs. We have a class that allows students to set up individual projects and manage the projects through time-management software.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit is currently offered. However, the AP Computer Science (programming) class now satisfies the programming class requirement for the degree students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The certificate and degree candidates must have an internship of 225 hours for a 3 credit hour class.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No industry accreditation is required. Most students take the CompTIA A+ or TestOut PC Pro exams on a voluntary basis.
3.9 Are industry-recognized credentials offered? If so, please list.	As part of the textbook purchase, students purchase the accreditation tests by TestOut – PC Pro, Windows Client Pro, and Network Pro.
3.10 Is this an apprenticeship program? If so, please elaborate.	There is no apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	There is no licensure exam. However, students who sit for the voluntary TestOut exams have a 94% pass rate.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no current articulation or cooperative agreements in place.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We have partnerships with the local hospital and a couple of area businesses. These places of business take our interns and also host some sessions of courses that get students exposure to the networking progression.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	One faculty per 10 students on average.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Adjunct and full-time faculty are encouraged to attend a local Illinois Valley Networking Association (IVNVA) conference bi-yearly to learn about new developments in the networking field.
3.16 What is the status of the current technology and equipment used for this program?	The current technology is overall excellent. The PC Troubleshooting and Repair lab has older equipment that is due for replacement.
3.17 What assessment methods are used to ensure student success?	Assessment methods include written testing, hands-on labs, hands-on exams and group projects.
3.18 How satisfied are students with their preparation for employment?	Student feedback is very positive.
3.19 How is student satisfaction information collected?	We get feedback from students directly through email and social media contacts. We also have a graduate follow-up occupational survey and some former students serve on the advisory committee.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	IVCC has an employer-based advisory committee that reviews curriculum and suggests improvements. They also provide work-based learning opportunities via internships.
3.21 How often does the program advisory committee meet?	The program advisory committee meets yearly.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are very satisfied with the program's graduates.
3.23 How is employer satisfaction information collected?	Employer satisfaction is collected via intern reviews and discussion at advisory committee meetings.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review did not result in any actions to the computer networking program directly. However, the advisory committee is helping to direct the development of a new certificate and degree in cyber security. This development may affect the networking degree and certificate.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

<i>CTE PROGRAM</i>	AAS IN COMPUTER NETWORKING ADMINISTRATION AAS.CSN, CERT.CSN				
<i>CIP CODE</i>	11.1001				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
Number of Students Enrolled in program courses	305	243	238	241	204
NUMBER OF COMPLETERS					
AAS.CSN	9	5	3	3	7
CERT.CSN	9	6	5	3	8
OTHER (NUMBER OF STUDENTS ENROLLED IN PROGRAM)					
AAS.CSN	65	72	63	51	51
CERT.CSN	31	37	44	39	27
How does the data support the program goals? Elaborate.	Many students start the program but do not finish due in part to finding employment in the networking field. Since obtaining employment is one of our goals, this counts toward obtaining this goal.				
What disaggregated data was reviewed?	Only aggregated data was used. Total number, number of completers, etc.				
Were there gaps in the data? Please explain.	Gaps do exist. Students will only take a couple of classes to improve their current job situation or to help them study and pass industry certification exams. Sometimes students get into this degree because they “like computers” but realize this isn’t the type of computer work they would like to do.				
What is the college doing to overcome any identifiable gaps?	We work with the students to keep them engaged in the classes through a computer club and to present classes at various times that will fit into their work schedule. We identify the certification tests that will most help them for immediate job advancement or placement and recommend that they obtain the degree.				
Are the students served in this program representative of the total student population? Please explain.	The age range is representative of the total student population. We have 18-21 year old traditional students and returning adults. However, the networking students are predominately male.				
Are the students served in this program representative of the district population? Please explain.	Ethnicity yes; gender no.				

REVIEW RESULTS	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The degree and certificate have a good number of students and graduates. The employment opportunity remains high. We have a good number of area businesses that help the students as they progress in their learning and also employ students.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued curriculum review through the advisory committee.

Computer Network Administration Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

	Credits	
	Fall	Spring
First Year		
FALL SEMESTER		
CSM 1209 Management Information Systems	3	
CSO 2202 Comprehensive Windows	3	
CSP 1203 Microsoft Office Professional I	3	
CSP 2200 PC Troubleshooting, Upgrade & Repair	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
SPRING SEMESTER		
CSN 1225 Core Networking Technologies		3
CSN 1230 Network Administration I		3
CSO 2200 UNIX Operating System		3
PSY 2200 Human Relations in The World of Work		3
SDT 1203 Job Seeking Skills		1
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3
Year Total:	15	16
Second Year		
FALL SEMESTER		
CSD 1210 Comprehensive Access	3	
CSI 1011 Computer Science I	4	
CSN 1231 Network Administration II	3	
HPE 1000 Wellness	1	
MTH 1206 Technical Mathematics I	3	
SPRING SEMESTER		
CSN 1234 Securing & Analyzing TCP/IP Networks		3
CSN 2222 Computer Networking Internship		3
CSN 2250 Speciality Servers		3
CSN 2260 Network Routing		3
CSP 2201 Help Desk/User Support		2
ECN 1202 Fundamentals of Economics		3
Year Total:	14	17
Total Credit Hours:		62

For additional information please consult any counselor at (815) 224-0360 or gina_elias@ivcc.edu (815) 224-0329.

2/14/17

Computer Networking Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Credits Spring
CSP 1203 Microsoft Office Professional I	3	
CSO 2202 Comprehensive Windows	3	
CSP 2200 PC Troubleshooting, Upgrade & Repair	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
CSN 1225 Core Networking Technologies		3
CSN 1230 Network Administration I		3
CSO 2200 UNIX Operating System		3
CSP 2201 Help Desk/User Support		2
Year Total:	12	11
Second Year	Fall	Credits Spring
CSD 1210 Comprehensive Access	3	
CSN 1231 Network Administration II	3	
CSN 2222 Computer Networking Internship	3	
Year Total:	9	
<hr/>		
Total Credit Hours:		32

For additional information please consult any counselor at (815) 224-0360 or gina_elias@ivcc.edu, (815) 224-0329.

This certificate is designed for students who have had prior course work or industry experience with computers.

2/14/17

United States Department of Education's Gainful Employment Disclosure

Career & Technical Education				
<i>COLLEGE NAME:</i>		Illinois Valley Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
46 AAS in Construction Trades AAS.ELE (IBEW)	Degree	65.5	46.0302	
ELECTRICAL CONSTRUCTION TECHNOLOGY AAS.ELE (IBEW)				
Program Objectives What are the overarching objectives/goals of the program?		This program is the result of a cooperative agreement between IVCC and JATC of IBEW Local Union 176 to award college credit for articulated courses in the IBEW apprenticeship program. Currently in addition to the 53.5 credit hours earned completing the apprenticeship, students must complete 12 credit hours of general education courses at the community college.		
To what extent are these objectives being achieved?		This program continues to meet the designed objectives as most of the admitted apprentices ultimately complete the AAS degree.		
Past Program Review Action What action was reported last time the program was reviewed?		Steady declines in the number of admitted apprentices noted in the 2012 Program Review have slowed. The number of admitted apprentices and their ability to complete required on-the-job training impacts completions.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students must be admitted to the IBEW apprenticeship and complete an IVCC application.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See Electrical Construction Program Guide on page 16. <i>(To see full .pdf version, please click on program guide)</i>		
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		At the time that this program was created the effort was made to maximize the number of credit hours awarded for the hours of apprenticeship and internship completed. The apprenticeship is completed over a 5-year time period.		

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	There is still demand for this program as the IBEW continues to enroll limited numbers of apprentices.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Enrollments/demand for this program is contingent on the number of apprentices admitted by IBEW Local Union 176. Enrollments have rebounded slightly in the last two years and should continue slow growth.
1.3 What is the district and/or regional need?	The number of apprentices admitted to the program depends on the strength of the construction industry. A slow increase is projected.
1.4 How are students recruited for this program?	All admitted IBEW Local Union 176 apprentices are enrolled in the program.
1.5 Where are students recruited from?	High school graduates, HSE completers, and adults seeking career changes are actively recruited. IBEW Local 176's jurisdiction includes all of Will, Grundy, Kankakee, and Bureau Counties, portions of LaSalle County, portions of Ford County, portions of Iroquois County, portions of Henry County, portions of Putnam County, and portions of Stark County. When this program was created the college secured letters of support from Black Hawk College, Joliet Junior College, and Kankakee Community College for the approval of the program as a Regional program.
1.6 Did the review of program need result in actions or modifications? Please explain.	No actions are required based on program need.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Normal instructional costs are incurred by the College for general education courses. Students pay regular tuition and fees for the general education courses. There are no costs incurred by the college for the apprenticeship credit bearing courses. Tuition and fees are waived for these courses.
2.2 How do costs compare to other programs on campus?	Costs for the general education courses are the same across all curriculums.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are covered by student tuition and fees (adjusted annually), property taxes collected and state apportionment & grants.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No action needed based on program cost.

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Quality instruction provided by journeyman instructors. IBEW curriculum easily articulates to IVCC curriculum. No additional expenses to offer this program.
3.2 What are the identified or potential weaknesses of the program?	Lower enrollments due to decline in the construction industry.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Apprenticeship courses consist of traditional face-to-face instruction and hands-on apprentice work. Most general education courses are available in traditional face-to-face, hybrid, and online formats.
3.4 How does this program fit into a career pathway?	The program leads to the completion of a union apprenticeship and journeyman status.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit is available due to the nature of the apprenticeship instruction.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Currently students complete 8,000 hours of on-the-job training and earn 10 credit hours of internship hours during the completion of this program over the 5 years of the apprenticeship.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Program follows the IBEW approved curriculum.
3.9 Are industry-recognized credentials offered? If so, please list.	Students completing the program receive CPR and First Aid Certification and OSHA 10-Hour certification.
3.10 Is this an apprenticeship program? If so, please elaborate.	This program is the result of a cooperative agreement between IVCC and JATC of IBEW Local Union 176 to award college credit for articulated courses in the IBEW apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	100% of the students who complete this program have successfully completed the IBEW Apprenticeship and achieved Journeyman status.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 3+1 agreement has been established with NIU for students who complete the Electrical Construction Technology AAS degree.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been established.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The ratio on these courses is the same as an on-campus course. Lecture 1:35, Lab 1:20
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	IBEW instructor received annual professional development. General education faculty received professional development during fall and spring semester college in-service events.
3.16 What is the status of the current technology and equipment used for this program?	All facilities maintain state-of-the art lab, classroom, and computer equipment. Smart classroom technology is available in every classroom.
3.17 What assessment methods are used to ensure student success?	Assessment methods include written testing, hands-on labs and exams, and group and team projects.
3.18 How satisfied are students with their preparation for employment?	Students are employed throughout their 5-year apprenticeship.
3.19 How is student satisfaction information collected?	Written reports highlighting on the job training and college experience, college wide Occupational Graduate Survey, directly from students via e-mail and social media contacts.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are actively engaged in advisory meetings and through internship participation and feedback.
3.21 How often does the program advisory committee meet?	This program advisory meeting meets annually. There is one joint meeting for the Electronics and Electricians AAS, Industrial Electrician Certificate, and Renewable Wind Energy Certificate, and the Electrical Construction Technology AAS programs.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers continue to be very satisfied with the quality of program completers. The IBEW & their electrical contractors strongly encourage Apprenticeship completers to complete the Electrical Construction Technology AAS degree.
3.23 How is employer satisfaction information collected?	Employer feedback is gained through advisory committee and internship feedback.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No action needed based on program quality.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

<i>CTE PROGRAM</i>	AAS.ELE (IBEW)				
<i>CIP CODE</i>	46.0302				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
NUMBER OF STUDENTS ENROLLED IN PROGRAM COURSES	267	190	110	165	194
NUMBER OF COMPLETERS	37	55	41	8	0
OTHER (NUMBER OF STUDENTS ENROLLED IN PROGRAM)	76	48	33	39	58
How does the data support the program goals? Elaborate.	As the economy caused a drop in the construction industry there have been corresponding drops in enrollments and completions. Due to increases in enrollments in FY15 and FY16 , we should start to see some completions in the next few years.				
What disaggregated data was reviewed?	The only data provided for review is included above.				
Were there gaps in the data? Please explain.	Individual section enrollments for the IBEW program have been “rolled into” the total course enrollments in the annual internal program review. This routine report does not disaggregate the data by program.				
What is the college doing to overcome any identifiable gaps?	For future internal program reviews, the request will be made to disaggregate the IBEW sections from the on-campus sections to provide a more detailed breakdown of enrollments. This breakdown will allow for better tracking of students through the 5-year program.				
Are the students served in this program representative of the total student population? Please explain.	Female students are underrepresented while minority students closely represent what is found in the total student population. The IBEW student population is racially diverse, but fewer women enroll than IVCC’s student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students are actively recruited from across the district and fairly represent the district population. Like the student population, females are similarly underrepresented. Some of the adjacent counties also served by the program have slightly more racial diversity in their population than the Illinois Valley.				

REVIEW RESULTS

<p>Action</p>	<p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>During FY18 IVCC will work with the JATC of IBEW Local Union 176 to align the program with the new rules and reduce the credit hours to align with the ICCB recommended 60 credit hours.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • Summer 2017 – Met with IBEW to review new credit hour guidelines. • Early Fall 2017 – Meeting to review proposed changes to program requirements & credit hours. • Late Fall 2017 – IVCC conducts internal curriculum change process • Spring 2018 – Changes submitted to ICCB for approval • Fall 2018 – Implement new program requirements for all new apprentices starting the AAS program.

Electrical Construction Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

Five Year – 10 Semester Layout

	Fall	Credits Spring
First Year		
FALL SEMESTER	3	
MTH 1206 Technical Mathematics	4	
ELE 1200 Basic Industrial Electricity I	2	
ELE 2205 Electricity Apprentice Internship		
SPRING SEMESTER		
ELE 1201 Basic Industrial Electricity II		4
ELT 2207 Instruments & Measurements		1
Year Total:	9	5
Second Year		
FALL SEMESTER		
ELT 1000 Introduction to Electronics	3	
DFT 1203 Machine Blueprint Reading	3	
ELE 2206 Electrician Apprentice Internship	2	
SPRING SEMESTER		
ENG 1200 Written Communications		3
ELE 1206 Electrical Wiring		2
Year Total:	8	5
Third Year		
FALL SEMESTER		
ELT 1200 Beginning Industrial Electronics	2.5	
ENG 1204 Oral Communications	3	
ELE 2207 Electrician Apprentice Internship	2	
SPRING SEMESTER		
ELT 1203 Industrial Instrumentation		2.5
ELE 1202 Motors & Controls I		2.5
IMT 1208 Industrial Safety		.5
Year Total:	7.5	5.5
Fourth Year		
FALL SEMESTER		
WLD 1200 Introduction to Welding	1	
ELE 1204 Programmable Logic Controllers I	3	
ELE 2208 Electrician Apprentice Internship	2	
SPRING SEMESTER		
HIS 1005 History of the Labor Movement		3
ELT 1202 Solid State Electronics		5
Year Total:	6	8
Fifth Year		
FALL SEMESTER		
ELE 1203 Motors & Controls II	2.5	
PSY 2200 Human Relations in the World of Work	3	
ELE 2209 Electrician Apprentice Internship	2	
SPRING SEMESTER		
ELE 1205 Programmable Logic Controllers II		3
ALH 1220 Cardiopulmonary Resuscitation		1
Year Total:	7.5	4

65.5

Career & Technical Education

COLLEGE NAME: Illinois Valley Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
43 AAS in Criminal Justice AAS.CRJ	Degree	67	43.0107	CERT.CRJ
43 AAS in Corrections/Youth Supervisor AAS.COR.PRL	Degree	67	43.0102	
43 AAS in Corrections/Youth Supervisor AAS.COR.YTH	Degree	67	43.0110	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives
What are the overarching objectives/goals of the program?

The program is designed to provide jobs for certificate and AAS graduates as well as to provide a strong transfer option for our graduates choosing to attend the university.

To what extent are these objectives being achieved?

Program analysis reveals that the objectives are being accomplished.

Past Program Review Action
What action was reported last time the program was reviewed?

The recommendation was to continue the program with minor improvements.

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).	There are no prerequisites for this program or the courses.
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See Criminal Justice Program Guides on pages 24 & 25. <i>(To see full .pdf version, please click on program guide)</i>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Illinois Valley Community College currently requires 6 credit hours in the area of Global Appreciation and also has a two credit hour requirement for Health and Wellness.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	EMSI (Economic Modeling Solutions Incorporated) data reveals that occupational demand remains strong in the Illinois Valley.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained robust over the preceding five years and the outlook is not expected to change much over the next five years.
1.3 What is the district and/or regional need?	EMSI data projects an increase of 160 jobs over the next five years which equates to a 9.5% increase.
1.4 How are students recruited for this program?	The program has a full-time program coordinator who has a primary responsibility for recruitment. The faculty member works in conjunction with the college Director of Admissions and Records and his Assistant Director who also play a major role in recruitment. Students are recruited with high school visits, college events and activities, and annual publications.
1.5 Where are students recruited from?	Students are recruited from across IVCC's eight county district.
1.6 Did the review of program need result in actions or modifications? Please explain.	The college will be hiring a new program CRJ Coordinator/Instructor in the near future. Student recruitment will continue to be emphasized as a priority responsibility.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs include general operating expenditures, faculty salaries/fringes, and student fee reimbursable expenditures.
2.2 How do costs compare to other programs on campus?	Costs when compared with other College programs compare favorably. This is a cost efficient program.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are paid primarily for the College Educational Fund. The Perkin's grant contributes a small amount annually to instructional supplies/faculty travel.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The annual review reveals that the program generated a profit of \$39,631 for FY 16. The program has run in the black for the past five years. No actions or modifications required at this time.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The program has a strong curriculum and a full-time program coordinator/instructor, excellent adjunct faculty members, and a brand new CRJ/Forensics lab. The program has an excellent internship program.
3.2 What are the identified or potential weaknesses of the program?	It is time for the program to investigate alternative forms of course delivery, including on-line offerings.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The traditional lecture format is the current delivery method of instruction.
3.4 How does this program fit into a career pathway?	Students obtaining the AAS degree are ready to pursue a variety of careers including investigator, patrol officer, and private security. The college is a member of the Illinois Articulation Initiative which allows Transfer students to transfer seamlessly to a four year institution.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The College has built a new CRJ/Forensics lab. The CRJ program does not have any formal lab course offerings but results of lab work are incorporated into instruction.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit opportunities exist.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program is taught by faculty with years of experience in CRJ, both from an educational and work experience. Work based learning opportunities are continually discussed in all course offerings. The required internship also provides a strong work-based learning opportunity.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required.
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	Licensure examination is not required.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	As mentioned previously, the college is a member of the Illinois Articulation Initiative.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	While no new partnerships have been formed, the CRJ program continues to have strong relationships with a variety of entities which increase program and course quality. These include, but are not limited to, the LaSalle County Sheriff's Department, the LaSalle County State's Attorney's Office, the LaSalle County Coroner, and many district police agencies.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Each course offering has a maximum capacity of 35 students. The faculty to student ratio averages 1:26. The range is 1:8 to 1:35.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The college annually considers and funds professional development opportunities including professional conferences. The college also has the Center for Excellence in Teaching, Learning, and Assessment. Numerous activities/training sessions are offered to all faculty throughout the academic year.
3.16 What is the status of the current technology and equipment used for this program?	It is very good. The college has recently opened a new CRJ classroom/lab. The classroom/lab is equipped with the latest Smart Room Technology.
3.17 What assessment methods are used to ensure student success?	Traditional assessment including exams and quizzes are used. Other forms of formal assessment include assessment grids used with internship providers. The college emphasizes the use of informal classroom assessment techniques as well.
3.18 How satisfied are students with their preparation for employment?	Student satisfaction is very good.
3.19 How is student satisfaction information collected?	In the form of graduate surveys done by the college.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers play a key role in the offering of internships. Some teach within the program. Others are members of the CRJ advisory committee.

<p>3.21 How often does the program advisory committee meet?</p>	<p>Annually</p>
<p>3.22 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Very satisfied.</p>
<p>3.23 How is employer satisfaction information collected?</p>	<p>College surveys and regular contact with the CRJ program coordinator/instructor.</p>
<p>3.24 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Once hired, the new program coordinator/instructor will need to learn and meet all stakeholders, including internship partners. A primary goal will be to strengthen existing internship opportunities and to look for new ones as well.</p>

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

<i>CTE PROGRAM</i>	Criminal Justice				
<i>CIP CODE</i>	43.01				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
NUMBER OF STUDENTS ENROLLED IN PROGRAM COURSES	681	534	549	494	441
NUMBER OF COMPLETERS					
AAS.CRJ	22	7	18	12	11
CERT.CRJ	18	4	5	8	10
AAS.COR.PRL	0	0	0	0	0
AAS.COR.YTH	0	0	0	0	0
OTHER (NUMBER OF STUDENTS ENROLLED IN PROGRAM)					
AAS.CRJ	225	194	175	167	137
CERT.CRJ	60	63	62	72	60
AAS.COR.PRL	1	2	2	1	2
AAS.COR.YTH	2	3	1	1	1
How does the data support the program goals? Elaborate.	The program continues to meet its goals with solid numbers in each of its primary enrollment areas, including two year associate degrees, AAS, and certificate graduates. While the number of graduates in the AAS.COR.PRL and AAS.COR.YTH is low, the program meets the small demand present by a district correctional facility. These low numbers do not result in a cost to the program and the college.				
What disaggregated data was reviewed?	None				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	Not applicable				
Are the students served in this program representative of the total student population? Please explain.	Yes. Students enrolled in the CRJ program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes. A review of the district population indicates the program enrollment is representative of the district population as well.				

REVIEW RESULTS

<p>Action</p>	<p>X Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The Illinois Valley Community College CRJ program is one of the most successful on campus. The operating costs of the program run in the black on an annual basis. A strong curriculum and faculty prepare students for transfer and future employment. Partnerships with community employers and members are well established and distributed throughout the district. The program has an excellent internship course.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. The hiring of a new CRJ program coordinator/instructor. This is on-going with an anticipated hiring date by spring, 2018. 2. A continued emphasis on student recruitment will remain a priority. This will be done throughout the 2017/18 academic year. 3. Develop a plan to implement the use of non-traditional course delivery methods, including on-line instruction. This will be done throughout the 2017/18 academic year with a possible first offering set for the fall, 2018 semester.

Criminal Justice Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CRJ 1000 Introduction To Criminal Justice	3		
CRJ 1210 Policing in America	3		
CRJ 2050 Issues in Criminal Justice	3		
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3		
FRS 1000 Introduction To Forensic Science	3		
SPRING SEMESTER			
CRJ 1030 Juvenile Delinquency		3	
FRS 2050 Crime Scene Analysis		3	
PSY 1000 General Psychology		3	
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3	
SOC 1000 Introduction To Sociology		3	
SUMMER SEMESTER			
CRJ 2280 Criminal Justice Internship			4
CRJ 2290 Criminal Justice Seminar			1
Year Total:	15	15	5
Second Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CRJ 2010 Criminal Investigation	3		
CRJ 2030 Evidence and Criminal Procedures	3		
EMS 2200 Emergency Medical Responder	4		
Elective(s) (see below)	3		
SOC or PSY Elective	3		
SPRING SEMESTER			
CRJ 1070 Corrections in America		3	
CRJ 2020 Criminal Law		3	
CRJ 2040 Criminology		3	
CRJ 2260 Police Community Relations		3	
HPE 1000 Wellness		1	
Elective(s) (see below)		3	
Year Total:	16	16	
Total Credit Hours:			67

Electives:

Select any course from AA/AS/AAS OR any recommended course from the list below:

CSP 1203; ECN 1202; HPE 1003, 1020, HIS 2000, 2001; HSR 1000, 1201, 1202, 1203, PSI 1000, PSY 2004, 2005, 2006, 2200; SOC 1002, 2001, SPN 1001; THE 1006; Any FRS course

For additional information please consult any counselor at (815) 224-0360 or ron_groleau@ivcc.edu (815) 224-0482. Please note: Fall/Spring course offerings per semester. Most CRJ courses are offered in the fall or spring semester, not both. EMS 2201 Emergency Medical Technician (8 sh) may be substituted for EMS 2200 (3 sh). The additional 4 hours will be used as approved electives.
2/14/17

Criminal Justice Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of individual courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CRJ 1000 Introduction To Criminal Justice	3		
CRJ 1210 Policing In America	3		
FRS 1000 Introduction To Forensic Science	3		
SPRING SEMESTER			
CRJ 1030 Juvenile Delinquency		3	
CRJ 2040 Criminology		3	
CRJ 2050 Issues In Criminal Justice		3	
FRS 2050 Crime Scene Analysis		3	
SUMMER SEMESTER			
CRJ 2280 Criminal Justice Internship			4
CRJ 2290 Criminal Justice Seminar			1
Year Total:	9	12	5
Second Year			
	Fall	Spring	Credits Summer
FALL SEMESTER			
CRJ 2010 Criminal Investigation	3		
CRJ 2030 Evidence and Criminal Procedures	3		
SPRING SEMESTER			
CRJ 1070 Corrections In America		3	
CRJ 2020 Criminal Law		3	
CRJ 2260 Police Community Relations		3	
Year Total:	6	9	
Total Credit Hours:			41

For additional information please consult any counselor at (815) 224-0360 or ron_groleau@ivcc.edu, (815) 224-0482.

Note: Fall/Spring course offerings. *Please note course offerings per semester. Most CRJ courses are offered in the fall or spring semester, not both.

2/14/17

United States Department of Education's Gainful Employment Disclosure

Career & Technical Education

COLLEGE NAME: Illinois Valley Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
15 AAS in Electronics & Electricians Technology AAS.EET	Degree	67	15.0303	CERT.ELE

AAS.EET

Program Objectives

What are the overarching objectives/goals of the program?

It is our goal that each graduate from the electronics program will have the skills and abilities to obtain and maintain an entry level position as an electronics technician and also have the needed background to compete with advantages in a four year Electronics program.

To what extent are these objectives being achieved?

Objectives are being fully met.

Past Program Review Action

What action was reported last time the program was reviewed?

Continued with minor improvements.

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).

College wide Placement scores in Math and English for anyone seeking a degree

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).

See Electronics and Electricians / Industrial Electricians Program Guides on pages 31 & 32.
(To see full .pdf version, please click on program guide)

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.

Hours to complete the program meets the recommendation of the EET advisory committee.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Very strong.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Steady growth in demand for opportunities over the past five years. Expected continued growth over the next five years.
1.3 What is the district and/or regional need?	Expected 8% growth.
1.4 How are students recruited for this program?	Graduates, industry partners, high school and ACC visits.
1.5 Where are students recruited from?	Industry, High school, and ACC.
1.6 Did the review of program need result in actions or modifications? Please explain.	No. The program is strong and makes slight changes as the advisory committee requests.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Faculty, General Operating, and Student Fee expenditures.
2.2 How do costs compare to other programs on campus?	Higher than Gen Ed., but in line with other technical programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, Course Fees, Apportionment.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	They are not.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	None. However it is noted that due to a drop in apportionment in 2016, the program did have a very slight net loss of \$4,145
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Very high quality instructors, both full and part time. A very high quality lab and class room setting in the new CTC building.
3.2 What are the identified or potential weaknesses of the program?	We are still the best kept secret in the Illinois Valley. We have one full time faculty.
3.3 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching etc.)?	Mostly traditional, project and problem based learning.

3.4 How does this program fit into a career pathway?	Fits without modifications.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	<ul style="list-style-type: none"> • Industry collaborations • Internships • Real world projects • Interdisciplinary teams
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None at this time.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Industry projects Internships Industry partners on campus
3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	OSHA. Others are available but the local industry does not require.
3.9 Are industry-recognized credentials offered? If so, please list.	OSHA, Cisco A+
3.10 Is this an apprenticeship program? If so, please elaborate.	Yes, 225 hours of industry related work that is approved by the program coordinator.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	- IBEW - ACC testing for credit
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Not formally
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The ratio is approximately 1:14 with a range between 7 to 20 students which yields an average class size of 12.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences, industry specific classes, in house training, free tuition at IVCC.
3.16 What is the status of the current technology and equipment used for this program?	Ranges from older to new release. Mirrors local industry.

3.17 What assessment methods are used to ensure student success?	Written and hands on testing. Project and team work opportunities.
3.18 How satisfied are students with their preparation for employment?	Students are very satisfied with the program in regards to employment.
3.19 How is student satisfaction information collected?	Written reports during internships. Emails from graduates.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Curriculum design, Curriculum and program review, Internships, Provides instructors
3.21 How often does the program advisory committee meet?	At least once a year as a whole. Several times a year as a subcommittee.
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied.
3.23 How is employer satisfaction information collected?	Advisory meetings and visits to work sites.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	None. We will continue to try to give the advisory committee what they are asking for.

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE PROGRAM</i>	Electronics & Electricians Technology AAS.EET, CERT.ELE				
<i>CIP CODE</i>	15.0303				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
NUMBER OF STUDENTS ENROLLED IN PROGRAM COURSES	518	438	353	365	336
Number of Completers					
AAS.EET	6	11	4	4	6
CERT.ELE	6	9	4	11	10
Other (number of students enrolled in program)					
AAS.EET	74	72	62	53	50
CERT.ELE	45	50	46	54	51

How does the data support the program goals? Elaborate.	The data shows that the number of students in the program is significantly larger than the number of graduates. Since the main objective is to meet the needs of employment in the industry, the data indicates employment opportunities are interfering with graduation rates.
What disaggregated data was reviewed?	Only aggregated data was used. Total number, number of completers, others.
Were there gaps in the data? Please explain.	Gaps do exist. Students use the program to improve their career choices. Once the new position is obtained the need for the degree completion rate drops.
What is the college doing to overcome any identifiable gaps?	Right now we are working with the advisory committee to find a solution.
Are the students served in this program representative of the total student population? Please explain.	No. Mostly males, few females.
Are the students served in this program representative of the district population? Please explain.	Ethnicity yes, gender no.
REVIEW RESULTS	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This is a strong program. Continued strong employment opportunities in the area, strong industry collaborations and an excellent faculty team, will continue to guide the program forward.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue curriculum review through the advisory committee.

Electronics and Electricians Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

	Fall	Spring	Credits Summer
First Year			
FALL SEMESTER			
ALH 1221 Industrial First Aid	1		
CAD 1200 Computer Aided Draft I AutoCAD	3		
ELE 1220 Electrical Safety	1		
ELT 1204 Fundamentals of Electronics: Dc/Ac Theory and Circuit Analysis	5		
ELT 2205 Prototype Design and Fabrication	2		
ELT 2207 Instruments & Measurements	1		
MTH 1206 Technical Mathematics I	3		
SPRING SEMESTER			
CAD 1203 Electronics Drafting		2	
CSN 1225 Core Networking Technologies		3	
ELE 1206 Electrical Wiring		2	
ELT 2204 Digital/Micro: Principles & Applications		5	
ENG 1205 Writ Comm Skills for Bus Ind & Tech		3	
SDT 1203 Job Seeking Skills		1	
SUMMER SEMESTER			
ELT 2209 Electronics Tech Internship			3
Year Total:	16	16	3
Second Year			
FALL SEMESTER			
CSP 2200 PC Troubleshooting, Upgrade & Repair	3		
ECN 1202 Fundamentals of Economics	3		
ELE 1202 Motors and Controls I	2.50		
ELE 1204 Programmable Logic Controllers I	3		
ELT 1200 Beginning Industrial Electronics	2.50		
Elective(s) 1-3 hours (see below)	1		
SPRING SEMESTER			
ELE 1203 Motors and Controls II		2.50	
ELE 1205 Programmable Logic Controllers II		3	
ELT 1203 Industrial Instrumentation		2.50	
ELT 2254 Electrical Capstone		3	
PSY 2200 Human Relations In The World of Work		3	
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3	
Year Total:	15	17	
Total Credit Hours:			67

Choose 1 course (minimum of 1 credit) from any course in the Workforce Development Division. Course prefix's include:

AGR, DSL, ATO, CIM, CSD, CSG, CSI, CSM, CSN, CSO, CSP, CSS, CSW, CAD, CET, DFT, EGR, ELE, ELT, GNT, HVC, HRT, CMT, CNC, FMS, IMT, MET, PLT, PRO, RBA, WED, WHS, WLD, WND or TDT

For additional information please consult any counselor at (815) 224-0360 or Jim_gibson@ivcc.edu. (815) 224-0453. Students are strongly encouraged to complete the required courses in the order they are listed above. Students should see a Counselor to determine the appropriate Math course for transfer to a four year college/university. Some advanced classes may be available only at night. ELE 1200 & 1201 can be substituted for ELT 1204, 2205, & 2207. 2/7/17

Industrial Electricians Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of individual courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Credits Spring
FALL SEMESTER		
ALH 1221 Industrial First Aid or HPE 1004 First Aid or EMS 2200 Emergency Medical Responder	1-4	
ELE 1200 Basic Industrial Electricity I	4	
ELE 1220 Electrical Safety	1	
SPRING SEMESTER		
ELE 1201 Basic Industrial Electricity II		4
Year Total:	6-9	4
Second Year		
	Fall	Credits Spring
FALL SEMESTER		
ELE 1202 Motors and Controls I	2.50	
ENG 1205 Writ Comm Skills for Bus Ind & Tech or SPH 1204 Oral Communication Skills for Business, Industry & Technology	3	
SPRING SEMESTER		
ELE 1203 Motors and Controls II		2.50
ELE 1206 Electrical Wiring		2
Year Total:	5.5	4.5
Third Year		
	Fall	Credits Spring
FALL SEMESTER		
ELE 1204 Programmable Logic Controllers I	3	
ELT 1200 Beginning Industrial Electronics	2.50	
SPRING SEMESTER		
ELE 1205 Programmable Logic Controllers II		3
ELT 1203 Industrial Instrumentation		2.50
Year Total:	5.5	5.5
Total Credit Hours:		31-34

For additional information please consult any counselor at (815) 224-0360 or jim_gibson@ivcc.edu, (815) 224-0453.

Recommended additional courses to become more proficient in this field:

	Credit Hours
IMT 1200 Equipment Maintenance	3
IMT 1205 Industrial Hydraulics	3
IMT 1206 Industrial Pneumatics	2
Total Hours	8

This is a three-year (six semester) program requiring attendance two evenings a week. It covers basic electricity, schematic reading, electric motors, motor control devices and circuits, programmable logic controllers and basic wiring techniques. ELT 1204, 2205, & 2207 may be substituted for ELE 1200 & 1201. 2/14/17

United States Department of Education's Gainful Employment Disclosure

Career & Technical Education

COLLEGE NAME: Illinois Valley Community College

FISCAL YEAR IN REVIEW: 2017

PROGRAM IDENTIFICATION INFORMATION

<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
43 AAS in Forensic Specialist AAS.FRS	Degree	64	43.0106	CERT.FRS

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives
What are the overarching objectives/goals of the program?

The program is designed for certificate and AAS graduates to obtain employment in the Forensic Specialist field.

To what extent are these objectives being achieved?

Program review over the past 5 years reveals that number of completers is very low.

Past Program Review Action
What action was reported last time the program was reviewed?

Continue with minor revisions.

CTE PROGRAM REVIEW ANALYSIS

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

List all pre-requisites for this program (courses, placement scores, etc.).

There are no prerequisites for this program.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).

See Forensic Specialist Program Guides on pages 39 & 40.
(To see full .pdf version, please click on program guide)

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.

Illinois Valley Community College currently requires 6 credit hours in the area of Global Appreciation and has a two credit hour requirement for Health and Wellness.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	EMSI (Economic Modeling Solutions Incorporated) projection's indicates that occupational demand for forensic specialist employment is good.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	However, demand has become less as budgets of various local employers have tightened.
1.3 What is the district and/or regional need?	The demand for forensic specialist employment in the IVCC district is not good.
1.4 How are students recruited for this program?	The program has a full-time program coordinator who has a primary responsibility for recruitment. This faculty member works in conjunction with the college Director of Admissions and Records and his Assistant Director who also play a major role in recruitment. Students are recruited with high school visits, college events and activities, and annual publications.
1.5 Where are students recruited from?	Students are recruited from the college's eight county district.
1.6 Did the review of program need result in actions or modifications? Please explain.	Based on internal program review, the college will be looking into taking steps to inactivate the program. Occupational demand in the district is very low, the number of completers is very low, and the operating budget reveals that the program is consistently in the red at the end of the past three fiscal years.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs include general operating expenditures, faculty salaries/fringes, and student fee reimbursable expenditures.
2.2 How do costs compare to other programs on campus?	Costs are very similar to other occupational programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are paid primarily from the College Educational Fund. The Perkin's grant occasionally contributes a small amount to instructional supplies/faculty travel.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The annual review reveals that the program has been in the red for a total of \$27,036 in fiscal years 2014 through 2016. Plans to inactivate the program are being discussed.

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The program has a strong curriculum and very good faculty instruction. The CRJ Forensics lab is brand new.
3.2 What are the identified or potential weaknesses of the program?	The major weakness is the lack of employability of program completers due to lack of jobs primarily within the IVCC district.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The traditional delivery format is the delivery method of instruction.
3.4 How does this program fit into a career pathway?	Students obtaining the certificate and AAS degree are ready to pursue a variety of forensic specialist opportunities. The issue is that most students are interested in a forensic science career, not forensic specialist. IVCC does offer the courses needed for a forensic science transfer student.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None at this time.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit opportunities exist.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program is taught by faculty having knowledge of forensics, both from an educational and work experience perspective. Work based learning opportunities are presented within the context of the courses. The program also has a good internship program.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	Licensure examination is not required.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Illinois Valley Community College is a member of the Illinois Articulation Initiative. Transfer courses within the certificate and AAS degree have been articulated for transfer with Illinois universities and colleges.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No new partnerships have been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Each course offering has a maximum capacity of 35 students. The faculty to student ratio averages 1:13.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The college annually considers and funds professional development opportunities including professional conferences. The college also has the Center for Excellence in Teaching, Learning, and Assessment. Numerous activities/training sessions are offered to all faculty throughout the academic year.
3.16 What is the status of the current technology and equipment used for this program?	It is very good. The college has recently opened a new Forensics classroom/lab. The classroom/lab is equipped with the latest Smart Room technology.
3.17 What assessment methods are used to ensure student success?	Traditional assessment including exams and quizzes are used. Other forms of formal assessment include assessment grids used with internship providers. The college emphasizes the use of informal classroom assessment techniques as well.
3.18 How satisfied are students with their preparation for employment?	Student satisfaction is good but the sample size is very small.
3.19 How is student satisfaction information collected?	In the form of graduate surveys by the college.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers play a key role in the offering of internships. Some teach within the program. Others are members of the Forensics advisory committee.
3.21 How often does the program advisory committee meet?	Annually
3.22 How satisfied are employers in the preparation of the program's graduates?	Satisfaction is good but once again the sample size is small.
3.23 How is employer satisfaction information collected?	College surveys and regular contact with the Forensics program coordinator/instructor.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	As mentioned previously, the college is looking into taking steps to inactivate the program.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

<i>CTE PROGRAM</i>	AAS in Forensic Specialist AAS.FRS				
<i>CIP CODE</i>	43.0106				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
NUMBER OF STUDENTS ENROLLED IN PROGRAM COURSES	77	55	90	99	68
NUMBER OF COMPLETERS					
<i>AAS.FRS</i>	4	1	2	1	2
<i>CERT.FRS</i>	4	1	1	1	1
OTHER (NUMBER OF STUDENTS ENROLLED IN PROGRAM)					
<i>AAS.FRS</i>	26	19	20	17	24
<i>CERT.FRS</i>	12	8	13	9	10
How does the data support the program goals? Elaborate.	The data reflects a significantly low enrollment in courses required for the certificate and AAS degree. A couple of courses, like Introduction to Forensic Science, have good enrollments, but this is due to the fact that they are required for the Criminal Justice degree as well. The number of program completers is very low. This is primarily due to low numbers of employment opportunities for graduates.				
What disaggregated data was reviewed?	None				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	Not applicable				
Are the students served in this program representative of the total student population? Please explain.	Yes. Students enrolled in Forensics courses are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes. A review of the district population indicates the program enrollment is representative of the district population as well.				

REVIEW RESULTS

<p>Action</p>	<p> <input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input checked="" type="checkbox"/> Other (exploring options of inactivating the program) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>As mentioned previously, the number of completers is very low. Attempts by the college to increase student numbers have not been successful. The program is consistently losing money. Employment opportunities are low in the college district.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Steps will be taken by the college to inactivate the program. This will occur over the 2017/18 academic year. Opportunities for students already enrolled in the certificate and degree options will be arranged over the next two years for completion to occur.</p>

Forensic Specialist Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CRJ 1000 Introduction To Criminal Justice	3		
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3		
FRS 1000 Introduction To Forensic Science	3		
FRS 2040 Forensic Photography or CRJ 2050 Issues In Criminal Justice	3		
SOC 1000 Introduction To Sociology	3		
SPRING SEMESTER			
CRJ 2040 Criminology		3	
FRS 2030 Trace Evidence or FRS 2010 Basic Prin Documentation & Communication		3	
FRS 2050 Crime Soene Analysis		3	
MTH 1008 General Elementary Statistics		3	
SPH 1204 Oral Communication Skills for Business, Industry & Technology or SPH 1001 Fundamentals of Speech		3	
SUMMER SEMESTER			
FRS 2280 Forensic Specialists Practicum			4
FRS 2290 Forensic Specialists Practicum Seminar			1
Year Total:	15	15	5
Second Year			
	Fall	Spring	Credits Summer
FALL SEMESTER			
BIO 1001 General Biology I	4		
CRJ 2010 Criminal Investigation	3		
CRJ 2030 Evidence and Criminal Procedures	3		
FRS 2040 Forensic Photography or CRJ 2050 Issues In Criminal Justice	3		
Elective(s) (see below)	3		
SPRING SEMESTER			
CHM 1000 Introduction To Chemistry		3	
CRJ 2020 Criminal Law		3	
FRS 2030 Trace Evidence or FRS 2010 Basic Prin Documentation & Communication		3	
PSY 1000 General Psychology		3	
Elective(s) (see below)		1	
Year Total:	16	13	
Total Credit Hours:			64

Electives:

HPE 1020, HSR 1201, 1202, PSY 2200, SDT 1203, SOC 2001, SPN 1000, 1001, 1010, THE 1006, Any CRJ course not in the program.

For additional information please consult any counselor at (815) 224-0360 or ron_groleau@lvcc.edu (815) 224-0482. *Please note: Fall/Spring course offerings per semester. Most FRS & CRJ courses are offered in the fall or spring, not both.

2/14/17

Forensic Specialist Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year	Fall	Spring	Credits Summer
FALL SEMESTER			
CRJ 1000 Introduction To Criminal Justice	3		
CRJ 2010 Criminal Investigation	3		
CRJ 2030 Evidence and Criminal Procedures	3		
FRS 1000 Introduction To Forensic Science	3		
FRS 2040 Forensic Photography	3		
SPRING SEMESTER			
CRJ 2020 Criminal Law		3	
FRS 2010 Basic Print Documentation & Communication		3	
FRS 2030 Trace Evidence		3	
FRS 2050 Crime Scene Analysis		3	
SUMMER SEMESTER			
FRS 2280 Forensic Specialists Practicum			4
FRS 2290 Forensic Specialists Practicum Seminar			1
Year Total:	15	12	5
Total Credit Hours:			32

For additional information please consult any counselor at (815) 224-0360 or ron_groleau@ivcc.edu, (815) 224-0482.

*Please note course offerings per semester. Most FRS & CRJ courses are offered in the fall or spring semester, not both.
Note: Fall/Spring course offerings.

*FRS 2010 & 2030 will be offered every other year. Please plan accordingly.

2/14/17

United States Department of Education's Gainful Employment Disclosure

Career & Technical Education				
<i>COLLEGE NAME:</i>		Illinois Valley Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2017		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
51 AAS in Therapeutic Massage AAS.THM	Degree	66	51.3501	CERT.THM.ADV, CERT.THM
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Promote self-care practices Educate students in Swedish massage including techniques, anatomy, physiology, palpation, pathology Educate in business skills, critical thinking skills, and ethics Increase community awareness of the therapeutic benefit of massage.		
To what extent are these objectives being achieved?		100% Board Pass Rate. Program objectives met at 89% - 100% rate.		
Past Program Review Action What action was reported last time the program was reviewed?		Success meeting program objectives. Implementation of recruitment activities.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		THM 1200, BIO 1200, ALH 1001, SFC 1000 English and Reading Placement Exams		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See Therapeutic Massage Program Guides on pages 47-50. (To see full .pdf version, please click on program guide)		
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		In order to meet State Licensing requirements we have 34 credit hours in the certificate program.		

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	As massage enters the health care field it is becoming stronger.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased in the past five years and will continue to do so in the next five years.
1.3 What is the district and/or regional need?	The need for LMTs is increasing as the massage is more recognized as a healthcare profession.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> • Presentations to the CAN classes • Informational sessions • Chair massage in the community • Presentations to local community groups • Radio interviews • Job fairs • Presentations to local grade and high school students
1.5 Where are students recruited from?	Adults from community activities and area high schools.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, we increased our recruitment activities.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Salaries, instructional supplies, office supplies, dues, travel expense, equipment.
2.2 How do costs compare to other programs on campus?	Costs are comparative to other career programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, clinics, course fee income, state apportionment income.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable. THM does not have grant money.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	We have diligently and successfully reduced costs over the past five years.

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Strong science and technique components Comprehensive, well-rounded curriculum 100% board pass rate We accommodate students of all ages We have committed, qualified faculty and leadership Strong community support
3.2 What are the identified or potential weaknesses of the program?	Recruiting additional committed and qualified part time faculty Devoted time to student recruiting Increase in Tuition assistance
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, Lecture, lab, clinical, community experiences.
3.4 How does this program fit into a career pathway?	Program graduates become licensed and are immediately able to work in various therapeutic settings.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Associate in Applied Science degree and the Advanced Certificate, hands on community health experiences.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not applicable.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Long-term care facilities, Hospitals, Rehab Centers, and Child care facilities, homes for the disabled.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Commission on Massage Therapy Accreditation.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	100% board pass rate.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We have cooperative agreements with hospitals, nursing homes and other community facilities.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, with several local hospitals.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	One faculty to ten students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Continuing Education Offerings, bi-annual adjunct faculty and full time faculty education, Technical Support services and various classes throughout the year through our Center for Excellence in Teaching Learning and Assessment. Also the Adjunct Faculty Development Academy.
3.16 What is the status of the current technology and equipment used for this program?	Excellent Technology Equipment and Support.
3.17 What assessment methods are used to ensure student success?	Hands on lab exams, practice board exams, presentations, and return demonstrations, observations by teacher and students and Community Clinics with Supervision.
3.18 How satisfied are students with their preparation for employment?	95% satisfied.
3.19 How is student satisfaction information collected?	Program Evaluations sent to grads at 6 and 18 months post-graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Active participation on the Advisory Board. Also employer evaluations are mailed every two years in order to evaluate our grads.
3.21 How often does the program advisory committee meet?	Currently, one time a year in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	100% of those employers who responded to the last survey stated they were "Very Satisfied" with the graduate they hired and would recommend this massage therapist to a friend. (There was a 41% return rate of the evaluations mailed.)
3.23 How is employer satisfaction information collected?	Every two years an employer satisfaction survey is mailed and the results are collated and presented to the advisory board. Also, employers who sit on our advisory board are surveyed around meetings.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes, discussions of best times to survey both graduates and employers and how to increase our community partnerships.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

<i>CTE PROGRAM</i>	AAS in Therapeutic Massage AAS.THM				
<i>CIP CODE</i>	51.3501				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
NUMBER OF STUDENTS ENROLLED IN PROGRAM COURSES	78	81	86	73	79
NUMBER OF COMPLETERS					
<i>AAS.THM</i>	3	0	0	0	2
<i>CERT.THM</i>	9	4	7	5	5
<i>CERT.THM.ADV</i>	1	0	0	0	4
OTHER (NUMBER OF STUDENTS ENROLLED IN PROGRAM)					
<i>AAS.THM</i>	54	44	26	23	27
<i>CERT.THM</i>	33	26	25	23	19
<i>CERT.THM.ADV</i>	1	1	1	3	4
How does the data support the program goals? Elaborate.	Students entering the program successfully completed. Many students took the introductory course but chose not to pursue massage as a profession.				
What disaggregated data was reviewed?	Only aggregated data was used.				
Were there gaps in the data? Please explain.	Yes, gaps show students took introductory courses but then chose not to pursue massage therapy as a profession. The introductory courses are designed to do exactly this.				
What is the college doing to overcome any identifiable gaps?	<ul style="list-style-type: none"> • Utilizing advisory board meetings and members • Visiting high schools to provide program information • Providing informational sessions • Providing flexibility in program hours • Attending various career fairs • Providing clinics for the community 				

Are the students served in this program representative of the total student population? Please explain.	Yes, 10% male to female is common throughout the massage industry. The program graduates culturally diverse students.
Are the students served in this program representative of the district population? Please explain.	Yes, male to female in massage is 10%. Yes, culturally diverse.
REVIEW RESULTS	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	We will continue to implement recruiting methods and activities. We will continue to search for committed and qualified part-time faculty. We will continue to identify appropriate community partnerships.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Establish appropriate CAN classes, high school classes and community groups to present program information by June, 2018. 2. Identify at least one additional part-time faculty by May, 2018. 3. Form a new community partnership each year for the next three years, 2018, 2019, 2020.

Therapeutic Massage Associate in Applied Science

Pre-Admission Requirements

		Credit Hours		
THM 1200	Introduction To Therapeutic Massage			1.50
ALH 1001	Terminology of The Health Field			3
BIO 1200	Human Body Structure & Function			3
SFC 1000	Strategies for College			2
Total Hours				9.5
1st Semester				
		Spring	Summer	Credits Fall
SPRING SEMESTER				
THM 1202	Musculoskeletal System	5		
THM 1204	Therapeutic Massage Techniques I	5		
THM 1208	Professional Development & Ethics	2		
SPH 1001	Fundamentals of Speech	3		
Year Total:		15		
2nd Semester				
		Spring	Summer	Credits Fall
SUMMER SEMESTER				
THM 1212	Pathology for Massage Therapy		3	
THM 1214	Therapeutic Massage Techniques II		5	
THM 1218	Therapeutic Massage Clinical		2	
Year Total:			10	
3rd Semester				
		Spring	Summer	Credits Fall
FALL SEMESTER				
ENG 1001	English Composition I			3
THM 1222	Therapeutic Massage Capstone Seminar			2
THM 1224	Therapeutic Massage Techniques III			5
THM 1226	Therapeutic Massage Bus. Pract. & Ethics			3
THM 1228	Therapeutic Massage Clinical			2
Year Total:				15
4th Semester				
		Spring	Summer	Credits Fall
SPRING SEMESTER				
ALH 1000	Introduction To Nutrition	3		
SOC 1000	Introduction To Sociology	3		
THM 2204	Clinical Massage I: Upper & Lower Body	6		
Elective (s) (See below)		1		
Year Total:		13		
5th Semester				
		Spring	Summer	Credits Fall
FALL SEMESTER				
ALH 1002	Human Growth & Development for Health Workers			3
PSY 1000	General Psychology			3
THM 2214	Clinical Massage II: Chronic Health Conditions			6
Elective (s) (See below)				1
Year Total:				13
Total Credit Hours:				66

Electives: ALH 1030, 1031 & HPE 1020, 1021 or course approval of Program Director.

For additional information please consult a counselor at (815) 224-0360 or cherie_monterastelli@lvcc.edu, (815) 224-0507.

This program is not designed for students transferring to other colleges or universities. Must be an Illinois Licensed Massage Therapist (or License pending) and receive approval from the THM Program Coordinator to enroll in THM 2204 or 2214. The AAS in Therapeutic Massage is directed toward Licensed Massage Therapists (or License pending) who wish to expand their scope of practice into the healthcare field. The AAS degree in Therapeutic Massage includes 3 major aspects of healthcare: Lifespan, Chronic diseases and Musculoskeletal problems.

Therapeutic Massage Certificate Option 1 Full-time

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

Pre Admission Requirements

	Credit Hours		
ALH 1001 Terminology of The Health Field		3	
BIO 1200 Human Body Structure & Function		3	
SFC 1000 Strategies for College		2	
THM 1200 Introduction To Therapeutic Massage		1.50	
Total Hours		9.5	
1st Semester			
	Spring	Summer	Credits Fall
SPRING SEMESTER			
THM 1202 Musculoskeletal System	5		
THM 1204 Therapeutic Massage Techniques I	5		
THM 1208 Professional Development & Ethics	2		
Year Total:	12		
2nd Semester			
	Spring	Summer	Credits Fall
SUMMER SEMESTER			
THM 1212 Pathology for Massage Therapy		3	
THM 1214 Therapeutic Massage Techniques II		5	
THM 1218 Therapeutic Massage Clinical		2	
Year Total:		10	
3rd Semester			
	Spring	Summer	Credits Fall
FALL SEMESTER			
THM 1222 Therapeutic Massage Capstone Seminar			2
THM 1224 Therapeutic Massage Techniques III			5
THM 1226 Therapeutic Massage Bus. Pract. & Ethics			3
THM 1228 Therapeutic Massage Clinical			2
Year Total:			12
Total Credit Hours:			34

Therapeutic Massage Certificate Option 2 Part-time

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

Pre Admission Requirements

	Credit Hours		
ALH 1001 Terminology of The Health Field		3	
BIO 1200 Human Body Structure & Function		3	
SFC 1000 Strategies for College		2	
THM 1200 Introduction To Therapeutic Massage		1.50	
Total Hours		9.5	
1st Semester	Spring	Summer	Credits Fall
SPRING SEMESTER			
THM 1202 Musculoskeletal System	5		
Year Total:	5		
2nd Semester	Spring	Summer	Credits Fall
SUMMER SEMESTER			
THM 1212 Pathology for Massage Therapy		3	
Year Total:		3	
3rd Semester	Spring	Summer	Credits Fall
FALL SEMESTER			
THM 1226 Therapeutic Massage Bus. Pract. & Ethics			3
Year Total:			3
4th Semester	Spring	Summer	Credits Fall
SPRING SEMESTER			
THM 1204 Therapeutic Massage Techniques I	5		
THM 1208 Professional Development & Ethics	2		
Year Total:	7		
5th Semester	Spring	Summer	Credits Fall
SUMMER SEMESTER			
THM 1214 Therapeutic Massage Techniques II		5	
THM 1218 Therapeutic Massage Clinical		2	
Year Total:		7	
6th Semester	Spring	Summer	Credits Fall
FALL SEMESTER			
THM 1222 Therapeutic Massage Capstone Seminar			2
THM 1224 Therapeutic Massage Techniques III			5
THM 1228 Therapeutic Massage Clinical			2
Year Total:			9
Total Credit Hours:			34

Advanced Clinical Certificate

Must be an Illinois Licensed Massage Therapist (or License pending) and receive approval from the THM Program Coordinator to enroll in this Advanced Certificate. This Advanced Certificate is directed toward Licensed (or Licensed pending) Massage Therapists who wish to expand their scope of practice into the healthcare field. This Advanced Certificate includes 3 aspects of healthcare: Lifespan, Chronic diseases, and Musculoskeletal problems.

2 *Therapeutic Massage Certificate Option 2 Part-time*

1st Semester		Credits
	Spring	Fall
SPRING SEMESTER		
THM 2204 Clinical Massage I: Upper & Lower Body	6	
Year Total:	6	
2nd Semester		Credits
	Spring	Fall
FALL SEMESTER		
THM 2214 Clinical Massage II:Chronic Health Conditions		6
Year Total:		6
<hr/>		
Total Credit Hours:		12

For additional information please consult any counselor at (815) 224-0360 or cherie_monterastelli@lvcc.edu, (815) 224-0507.

PLEASE NOTE: The above excerpts have been taken from the "IVCC Therapeutic Massage Handbook". Please refer to that document for all application, admission, and retention information. 2/14/17

United States Department of Education's Gainful Employment Disclosure

Academic Disciplines	
<i>COLLEGE NAME:</i>	Illinois Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>DISCIPLINE AREA:</i>	Communications
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives/goals of the discipline?</p>	<p>English: ENG 1001 and ENG 1002 share the following general education goals:</p> <ul style="list-style-type: none"> • To apply analytical and problem solving skills to personal, social, and professional issues and situations. • To communicate successfully, both orally and in writing, to a variety of audiences. • To understand and use technology effectively and to understand its impact on the individual and society. <p>Speech: SPH 1001 shares the following general education goals:</p> <ul style="list-style-type: none"> • To communicate successfully, both orally and in writing, to a variety of audiences. • To construct a critical awareness of and appreciation for diversity. • To work and study effectively both individually and in collaboration with others.
<p>To what extent are these objectives being achieved?</p>	<p>English and Speech: The communications general education goal is assessed in three areas: purpose/audience, organization/structure, and support of ideas. For SP16, 85% of students scored in the proficient/exemplary areas for purpose/audience; 90% for organization/structure; and 77% for support of ideas. These scores represent a marked improvement from the FA14 assessment of this goal, which reported 73%, 80%, and 69% respectively.</p>

<p>How does this discipline contribute to other fields and the mission of the college?</p>	<p>English: Written communication includes core courses in the IAI General Education curriculum. These courses are articulated through IAI and are required for graduation at the institutional level. At the workforce development level, the courses also are required for many disciplines, such as nursing. In addition, the courses help fulfill the mission of the college: “IVCC teaches those who seek and is enriched by those who learn.”</p> <p>Speech: The Associate of Arts (AA) and Associate Science (AS) are degrees that incorporate the IAI General Education Core Curriculum (GECC). SPH 1001 at Illinois Valley Community College satisfies the C2 900 requirement.</p>
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<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>English and Speech: Since the last review period, ENG 1001, ENG 1002, and SPH 1001 have been updated, submitted for the five-year review process through IAI, and accepted.</p>
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<p>REVIEW ANALYSIS</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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<p>Indicator 1: Need</p>	<p>Response</p>
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<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>English and Speech: Outcomes for the AA/AS degrees were developed during Spring 2017 under a subcommittee of the Teaching and Learning Committee. Now that outcomes have been established, a process will be formed to assess those outcomes and determine any needed changes. Curriculum review is completed by the Curriculum Committee. All new courses and courses with significant changes, such as prerequisites and objectives, must go through the Curriculum Committee. New programs and revised programs also are reviewed by Curriculum Committee.</p>
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<p>1.2 How are students informed or recruited for this program?</p>	<p>English and Speech: Students are recruited through a variety of Admissions activities, such as the annual Open House, high school visits, and the annual Career Fair.</p>
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<p>2.1 What are the costs associated with this discipline?</p>	<p>English and Speech: The cost of full- and part-time faculty salaries is \$540,000 annually for ENG 1001 and ENG 1002 and \$231,161 for SPH 1001. Other costs for all 3 courses include, for example, classroom technology, supplies, and facility use.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>English and Speech: We can utilize seat capacity reports to more effectively optimize enrollment patterns.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>English: State funding has been lacking in recent years. This situation affects the apportionment money the college receives and trickles down to areas such as professional development, conference attendance, and the college's overall financial stability.</p> <p>Speech: A full-time Speech/Theatre/Music instructor retired and was not replaced. This affects multiple academic areas, but does have an impact on Speech directly.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>English: For English 1001 and 1002, both online and blended formats are available. In addition, the courses are offered at the IVCC Ottawa Center extension site and in several local high schools through dual credit.</p> <p>Speech: In the past, SPH 1001 was offered in a blended format with limited success. However, a new web conferencing application, ZOOM, is being explored as an option in order to offer a completely online version. Additionally, sections are offered at the IVCC Ottawa Center extension site, at local high schools as dual credit, and at high school extension sites during the summer (not dual credit).</p>
<p>3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>English and Speech: No.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>English and Speech: Full-time faculty complete a cyclical four-year post-tenure review process, which includes observations from the Dean and includes the administration of the Student Course Feedback Form. Adjunct faculty are subject to Dean observation and the Student Course Feedback Form annually. Adjunct faculty in dual credit classes submit their syllabi for review.</p>

<p>3.4 How does the discipline identify and support at-risk students?</p>	<p>English and Speech: Each instructor can individually refer students in the classroom to the Writing Center for additional support, to Disability Services, to Peer Tutoring, or to Counseling. Students also may be advised to see the instructor in office hours. Students entering ENG 1001 may be identified through placement exams as requiring an additional one-credit hour lab component.</p>
<p>3.5 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>English: The greatest integration comes with the developmental English program and the Writing Center. Some programs require courses in the discipline as prerequisites. The discipline also provides resources for faculty across the campus through in-service presentations, the IVCC Stylebook, and an Avoid Plagiarism tutorial available through Blackboard for all faculty to use in their classes.</p> <p>Speech: The Associate of Arts (AA) and Associate of Science (AS) are degrees that incorporate the IAI General Education Core Curriculum (GECC). SPH 1001 at Illinois Valley Community College satisfies the C2 900 requirement. Therefore, all transfer students are required to complete the course.</p>
<p>3.6 What does the discipline or department review when developing or modifying curriculum?</p>	<p>English and Speech: The English and Speech departments review general education goals, textbooks, current literature, and the Illinois Articulation Initiative Criteria when modifying the curriculum.</p>
<p>3.7 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>English and Speech: The 3 courses under review here do not have that problem; however, the Dean would monitor the problem and begin conversations to address the issues.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i></p>	
<p>There are none.</p>	

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Communications				
COURSE TITLE	ENG 1001 ENG 1002 SPH 1001				
COURSE DESCRIPTION	English Composition I English Composition II Fundamentals of Speech				
	<i>YEAR 1 - FY12</i>	<i>YEAR 2 - FY13</i>	<i>YEAR 3 - FY14</i>	<i>YEAR 4 - FY15</i>	<i>YEAR 5 - FY16</i>
NUMBER OF STUDENTS ENROLLED					
<i>ENG 1001</i>	1,039	1,002	1,000	955	906
<i>ENG 1002</i>	817	720	724	712	720
<i>SPH 1001</i>	1,204	995	974	875	842
CREDIT HOURS PRODUCED					
<i>ENG 1001</i>	3,117	3,006	3,000	2,865	2,718
<i>ENG 1002</i>	2,451	2,160	2,172	2,136	2,160
<i>SPH 1001</i>	3,612	2,985	2,922	2,625	2,526
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
<i>ENG 1001</i>	81%	82%	84%	83%	86%
<i>ENG 1002</i>	84%	86%	90%	87%	89%
<i>SPH 1001</i>	91%	91%	93%	95%	96%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
<i>ENG 1001</i>	<i>C1 900</i>	<i>C1 900</i>	<i>C1 900</i>	<i>C1 900</i>	<i>C1 900</i>
<i>ENG 1002</i>	<i>C1 901R</i>	<i>C1 901R</i>	<i>C1 901R</i>	<i>C1 901R</i>	<i>C1 901R</i>
<i>SPH 1001</i>	<i>C2 900</i>	<i>C2 900</i>	<i>C2 900</i>	<i>C2 900</i>	<i>C2 900</i>
How does the data support the course goals? Elaborate.	<p>English: The data supports that more than 81% of students are consistently successful in meeting course goals. The success rate has improved throughout the five-year review period.</p> <p>Speech: The success rate for SPH1001 began at 91% and has increased over the past few years.</p>				
What disaggregated data was reviewed?	English and Speech: None				
Were there identifiable gaps in the data? Please explain.	English and Speech: While gaps are not identified in the data presented, additional data that could be informative would include success rates broken down from dual credit vs on-campus classes, full-time vs part-time instructors, and delivery methods (such as traditional vs distance learning), as well as withdrawal rates.				

ACADEMIC COURSE REVIEW RESULTS

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>English: Teams will continue to assess placement during the 2017-2018 school year and credit for prior learning or academic testing, E.G. PARCC, SAT, IB, AP. Course reviews will continue as changes are made at the state level through IAI.</p> <p>Speech: The 2 full-time professors will research and review the option and feasibility of utilizing a web conferencing application, in order to offer a completely online version. Meetings with the Director of Learning Technologies are already underway. During the Fall 2017 Semester, testing of the application for reliability and user ease will be collaboratively done. If the results are positive, the soonest implementation would be the Fall of 2018.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>English and Speech: The review findings shows courses across the discipline are meeting the college's general education communication goal. In addition, students have a good success rate (above 80% in ENG and above 91% in SPH) in courses in the discipline. The data does not suggest major modifications are needed; However, continued monitoring and data collection should occur through the review cycle.</p>
<p>Resources Needed</p>	<p>English and Speech: Data and processes may be needed to evaluate the effectiveness of courses within the discipline and across delivery methods.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>English and Speech: The dean and the faculty within the discipline are responsible for completing/implementing modifications.</p>

Cross-Disciplinary No Submission required in FY17	
<i>COLLEGE NAME:</i>	Illinois Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Cross-Disciplinary

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between 4 – 8 pages in length.

<i>COLLEGE NAME:</i>	Illinois Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Admissions
<p>Program Summary Please provide a brief summary of the function of the program.</p>	The function of the Office of Admissions is to guide students through the process of matriculation to IVCC, including but not limited to, processing applications, reviewing transfer credit, and collecting and coordinating admissions documents.
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>The Office of Admissions has had significant staffing changes since the last review period, including: new Director and Assistant Director, the loss of a half-time position, and two new Enrollment Service Assistants.</p> <p>As a result of these changes, the new leadership has performed a SWOT analysis with the staff, is in the process of instituting a Departmental Quality Calendar, and is creating a Strategic Plan that will carry the office forward beyond 2020.</p>
What are the identified or potential weaknesses of the program?	Three weaknesses are technology related: manual processing of applications, a website that is difficult to navigate, and the lack of a student portal.
What are the program's strengths?	<p>The office's strengths include institutional knowledge (over 40 years of experience between the departmental Administrative Assistant and the Credentials Analyst), collaborative relationships across Student Services, and college-wide.</p> <p>As a result of these, the Director and Assistant Director have led an institution-wide process mapping exercise focused on the admission process and how other departments assist with transforming a prospective student to an enrolled student.</p> <p>This has helped several departments understand their role in admitting students, assisted with streamlining the admissions process, and identified opportunities where more specific and targeted recruitment and communication can occur.</p>
<p>Rationale Detail all major findings resulting from the current review.</p>	<p>The major findings were identified in previous sections; because of limitations related to technology, the admission process is acting on a perpetual delay, particularly in relation to other institutions.</p> <p>Process-wise, our system is solid; we have very few areas of concern. One concern, in conjunction with Financial Aid and Student Services, is proposed additions to Gainful Employment reporting procedures to prospective students. Being an open enrollment institution presents a challenge to this mandate, which has since been delayed until July 1, 2018.</p>

Intended Action Steps

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

Manual processing of applications: with IT, Admissions will review a system for online applications to flow directly into our Student Information System.

A new CMS will be reviewed in Fall, 2017 by a cross-functional team of institutional employees to determine the best path forward for redesigning the IVCC website.

The Strategic Plan for the Office of Admissions, Records, & Transfer Services is currently in draft form. This plan will be shared with the AVP of Student Services in Fall, 2017.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between 4 – 8 pages in length.

<i>COLLEGE NAME:</i>	Illinois Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Registration & Records
<p>Program Summary Please provide a brief summary of the function of the program.</p>	The function of Registration & Records is to assist students and staff in maintaining all facets of student registration and support access to and security of student and academic records.
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>As noted, the office of Admissions, Records, & Transfer Services has had significant staffing changes since the most recent review period, including: the hiring of a new Director and Assistant Director, the loss of a half-time position, and addition of two new Enrollment Service Assistants. With these changes in mind, the office has begun implementation of a Departmental Quality Calendar, which will delineate and demystify departmental processes and procedures.</p> <p>Another improvement has been compressing the open registration times to make enrollment across several mediums nearly simultaneous for students. In recent years, the registration via in-person, phone/fax, and online formats were opened over the period of a few days. This past year, after collecting anecdotal feedback from students, registration via all methods was opened within hours of one another on the same day.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<p>Potential weaknesses include: staffing changes as a result of the budget crisis, a reliance on paper-based processes and procedures, declining enrollments, and potential attrition as a result of retirements.</p> <p>One additional weakness is the existence of a handful of manual processes. Their existence spurred the implementation of the aforementioned Departmental Quality Calendar.</p>
<p>What are the program's strengths?</p>	<p>Our largest strength is institutional and departmental knowledge. The senior Enrollment Services Assistant has over thirty years of experience at IVCC, all of those within the realm of Records & Registration.</p> <p>Another strength is consistently providing friendly and professional customer service, at which our Records & Registration staff excel at.</p>
<p>Rationale Detail all major findings resulting from the current review.</p>	Registration & Records is one of the strongest and most stable components within the Office of Admissions, Records, & Transfer Services, so major revisions and/or reconstructions are not necessary.

Intended Action Steps

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

Action steps include:

- Streamlining and documenting current processes (Spring, 2018)
- Researching and moving to paperless processes (ongoing)
- Vigilance with respect to customer service (ongoing)
- Investigating automation of some manual processes (ongoing)

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between 4 – 8 pages in length.

<i>COLLEGE NAME:</i>	Illinois Valley Community College
<i>FISCAL YEAR IN REVIEW:</i>	2017
<i>REVIEW AREA:</i>	Recruiting
<p>Program Summary Please provide a brief summary of the function of the program.</p>	<p>The function of our recruitment efforts are to build relationships with district students, parents, and community leaders and educate them regarding their options for furthering their academic and career goals.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>In the past, recruitment was embedded within the review for Admissions & Records.</p> <p>At IVCC, several improvements to recruitment have been instituted.</p> <p>First and foremost has been the move to begin recruiting students during their Freshman and Sophomore years of high school. The idea here is to develop the affinity for IVCC much sooner than in the past so that students can view the College as a legitimate post-secondary option and not the <i>fall back</i> option.</p> <p>Additionally, the creation of a Student Shadow Program is another recruitment update that has allowed high school students to spend a day walking in the shoes of an IVCC student, from attending class to hanging out in the Student Life Center.</p> <p>Likewise, an additional evening Open House event was added to the departmental list of regularly scheduled events, as was a Parent-Student Information Session regarding the next steps for attending ANY college.</p> <p>In August of 2015, IVCC added recruitment widgets to select webpages on the College website. The widgets collect information from prospective students, which is then shared with appropriate departments and personnel on campus to ensure timely and accurate follow up.</p> <p>IVCC also added electronic monitoring devices in select departments across campus to monitor unique visits to said departments in an effort to gauge when students are most active, if a particular event was well attended, and how efficient recruitment materials were.</p>

<p>What are the identified or potential weaknesses of the program?</p>	<p>IVCC's recruiting efforts face several weaknesses, one of which (certainly not specific to IVCC) is the decline in enrollment for the past several years, a decline mirrored at 2 year institutions nationwide. Particularly precipitous is the decline in the adult student population, which potentially coincides with the decline in our district's overall population.</p> <p>Another area with room for improvement is our communication with prospective students. As communications-related recruitment efforts at our peer institutions, 4-year universities, and for-profit institutions become increasingly sophisticated, IVCC needs to keep pace.</p> <p>Data analysis with respect to student demographics is an area with room for growth; the ability to focus efforts and increase yield would greatly help resource allocation.</p> <p>This leads to the third, and largest, weakness, which is limited resources, both technological and personnel. Managing recruiting efforts (outreach, student tracking, etc.) is incredibly difficult without software programs. Manual efforts at documentation are possible, but are labor intensive.</p>
<p>What are the program's strengths?</p>	<p>Recruitment efforts benefit from well-established relationships with our district high schools. Prospective students and parents have the opportunity to attend multiple events throughout the year, and participation is variable but strong. IVCC's dual credit program is an opportunity to connect with prospective students and educate them about college processes.</p>
<p>Rationale Detail all major findings resulting from the current review.</p>	<p>Major findings with respect to recruiting are that, with a declining district population, declining enrollments, and lack of resources, reallocation of resources and placing a premium on efficiency within the Office of Admissions, Records, & Transfer Services is necessary to maintain and eventually grow our enrollments.</p>
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> - As mentioned with Admissions, the Strategic Plan for the Office of Admissions, Records, & Transfer Services is currently in draft form. This plan was shared with the AVP of Student Services in July, 2017. - Applications that upload directly into the student information system will free resources for greater utilization of Communications Management processes within Colleague, and greater outreach and contact with prospective students. This is a multi-year effort.