Fiscal Year 2019

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the

Illinois Community College Board

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
Fiscal Year Reviewed:	2019

Directory of Reviews Submitted

Academic Disciplines	
COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2019
DISCIPLINE AREA:	Physical and Life Sciences
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.	
Program Objectives What are the objectives/goals of the discipline?	The discipline objective is to provide excellent instruction and assessment in student learning in all courses resulting in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for future courses of study.
To what extent are these objectives being achieved?	The program review indicates that the program objectives are being accomplished. Rates of student success have remained very good over the past five years, with 75.6% of all students taking transfer courses earning a grade of C or better.
How does this discipline contribute to other fields and the mission of the college?	Life and Physical Sciences courses contribute to numerous future fields of study for students. These include education, medicine, a variety of health professions, and engineering, to name a few.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Numerous software programs have been implemented to facilitate student learning. As an example, anatomy and physiology courses use Anatomy and Physiology Revealed. The purchase of equipment also facilitates data collection and analysis. As an example, the chemistry department uses a nuclear magnetic resonance instrument to allow for better identification and analysis of organic compounds. The complete renovation of the Natural Sciences and the Physical Sciences labs has provided instructors and students with modern, up-to-date facilities, complete with the latest instructional technologies. Dual credit offerings continue to expand with a course in the geological sciences now offered. All physical science courses are now offered in a closed lab format allowing for more individualized laboratory instruction.

REVIEW ANALYSIS 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.	
Indicator 1: Need	**Response**
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?	Illinois Valley Community College is a member of the Illinois Articulation Initiative. All classes are articulated and course outlines are submitted, as requested, to the IAI panels for content review. This ensures that the content is correct and complete for articulation. The college's Curriculum Committee approves all courses prior to their submission to the ICCB. As appropriate, the faculty routinely meet with IVCC CTE program coordinators to make sure course content meets individual program needs. In addition, degree program guide sheets are reviewed annually.
1.2 How are students informed or recruited for this program?	The college's Director and Assistant Director of Admissions, along with the newly hired Student Recruitment Specialist, play a major role in recruitment. In conjunction with faculty, students are recruited through high school visits, college events, and annual publications.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this discipline?	Costs include general classroom instruction software, laboratory supplies, and faculty salaries and fringes.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps are taken to ensure minimum enrollment criteria are met for each section to maintain a cost-effective program. Enrollment figures also guide adequate staffing needs. Steps are taken to make sure that overstaffing does not occur. In addition, many laboratory supplies are placed out for bid annually. This ensures the best prices for purchase.
2.3 Is there a need for additional resources?	Not at this time.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 Are there any alternative delivery methods of this discipline? (E.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Several courses in biology, geology, and geography are offered on-line. BIO 1000 and CHM 1000 are offered in a three and one-half week format in the pre-summer session. Remaining summer courses are offered in the traditional eight week format. BIO 1000 is also offered as a late start 14 week course. Blended courses are offered in the biology, geography, and geology. BIO 1007 and 1008 and all general chemistry courses are team taught.
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?	Success rates for different delivery methods are not compared at this time. This will be a consideration for future reports.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The college has a very thorough formal evaluation process in place for all tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluations are included in this effort. Adjunct faculty are evaluated primarily by student evaluation. Classroom evaluation is done for all new adjuncts and as necessary for more experienced adjuncts.
3.4 How does the discipline identify and support at-risk students?	Faculty closely monitor academic performance on assessments which occur early and in the first half of the semester. Support is offered through faculty office hours, a very strong tutoring program, and through the Disability Services Office to assist students with special needs. Life and Physical Sciences also holds "open lab" hours in which students can come to the lab on their own time to study course material. Instructors are assigned to these hours to provide assistance as needed.
3.5 To what extent is the discipline integrated with other instructional programs and services?	Life and Physical Sciences is closely associated with peer tutoring to make sure that students get the help they may need. The program also offers "open lab" hours. The faculty also work closely with the Disability Services Office to assist students with special needs.
3.6 What does the discipline or department review when developing or modifying curriculum?	The requirements of the Illinois Articulation Initiative are reviewed. Curriculum is developed as transfer requirements change. Courses are also added based upon student and faculty interest. An example is the creation of GEL 1005, Natural Disasters. Changing requirements for CTE programs are also examined.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Meetings are held to discuss possible reasons for the results. Topics considered might include course delivery methods and assessments, prerequisites, and the issues associated with each particular class of students. Counselors are contacted to ensure that scheduling conflicts do not exist. Additional services, such as tutoring, are also discussed. Faculty implement methods such as early assessment, required office hour visits, and the scheduling of tutors as needed.
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.	

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	***PHYSICAL AND LIFE SCIENCES***
COURSE TITLE	BIO1000, BIO1001, BIO 1002, BIO 1003, BIO 1004, BIO 1007, BIO 1008, BIO 1009, BIO 1200 CHM 1000, CHM 1004, CHM 1006, CHM 1007, CHM 2002, CHM 2003 GEG 1001, GEG 1002, GEG 1003, GEG 1004, GEG 1005 GEL 1005, GEL 1006, GEL 1007, GEL 1008, GEL 1009 PHY 1001, PHY 2001, PHY 2002, PHY 2003, PHY 2004 TAM 2001
COURSE DESCRIPTION	BIO 1000 THE GLOBAL ENVIRONMENT BIO 1001 GENERAL BIOLOGY I BIO 1002 GENERAL BIOLOGY II BIO 1003 PRINCIPLES OF BIOLOGY BIO 1004 BIOLOGICAL DIVERSITY BIO 1007 ANATOMY AND PHYSIOLOGY I BIO 1008 ANATOMY AND PHYSIOLOGY II BIO 1009 MICROBIOLOGY BIO 1200 HUMAN BODY STRUCTURE AND FUNCTION CHM 1000 INTRODUCTION TO CHEMISTRY CHM 1004 CHEMISTRY CHM 1006 GENERAL CHEMISTRY I CHM 1007 GENERAL CHEMISTRY II CHM 2002 ORGANIC CHEMISTRY I CHM 2003 ORGANIC CHEMISTRY II GEG 1001 WEATHER AND CLIMATE GEG 1002 PHYSICAL GEOGRAPHY GEG 1003 CULTURAL GEOGRAPHY GEG 1004 WORLD REGIONAL GEOGRAPHY GEG 1005 INTRODUCTION TO ASTRONOMY GEL 1005 NATURAL DISASTERS GEL 1006 INTRODUCTION TO OCEANOGRAPHY GEL 1007 ENVIRONMENTAL GEOLOGY GEL 1008 PHYSICAL GEOLOGY GEL 1009 HISTORICAL GEOLOGY

	PHY 1001 GENERAL PHYSICS (MECHANICS) – ENGINEERING PHY 2001 GENERAL PHYSICS (HEAT, WAVE, MOTION, SOUND AND ELECTRICITY) – ENGINEERING PHY 2002 GENERAL PHYSICS (ELECTRICITY, MAGNETISM, LIGHT AND MODERN PHYSICS) – ENGINEERING PHY 2003 GENERAL PHYSICS (MECHANICS, HEAT, WAVE, MOTION AND SOUND) – LAS PHY 2004 GENERAL PHYSICS (ELECTRICITY, MAGNETISM, LIGHT, ATOMIC AND NUCLEAR PHYSICS) – LAS TAM 2001 THEORETICAL AND APPLIED MECHANICS

	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 – FY16*	*YEAR 4 – FY17*	*YEAR 5 – FY18*
NUMBER OF STUDENTS ENROLLED					
BIOLOGY	1,126	1,051	937	991	887
CHEMISTRY	363	376	313	367	344
GEOLOGY	158	166	174	133	140
GEOGRAPHY	174	179	159	152	130
PHYSICS & THEORY/APPLIED MECH	46	50	57	34	51
CREDIT HOURS PRODUCED					
BIOLOGY	5,581	5,064	4,819	4,968	4,585
CHEMISTRY	1,874	1,955	1,602	1,845	1,786
GEOLOGY	689	649	666	522	550
GEOGRAPHY	600	692	610	560	488
PHYSICS & THEORY/APPLIED MECH	353	352	394	240	322
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
BIOLOGY					
BIO 1000	82.5%	79.5%	81.2%	79.0%	84.7%
BIO 1001	80.3%	83.3%	79.2%	83.0%	79.8%
BIO 1002	100.0%	91.7%	88.9%	100.0%	100.0%
BIO 1003	90.0%	81.8%	90.9%	94.3%	90.7%
BIO 1004	91.4%	93.8%	91.7%	91.7%	100.0%
BIO 1007	85.3%	80.4%	79.2%	87.1%	87.3%
BIO 1008	90.4%	85.9%	86.5%	87.8%	93.6%
BIO 1009	93.9%	95.3%	88.0%	89.4%	90.0%
BIO 1200	78.9%	84.1%	84.2%	75.6%	88.6%

CHEMISTRY					
CHM 1000	77.3%	88.6%	89.2%	83.6%	83.3%
CHM 1004	81.8%	82.9%	82.6%	82.9%	85.4%
CHM 1006	85.6%	85.2%	85.7%	86.8%	88.0%
CHM 1007	98.4%	96.4%	95.6%	91.1%	98.5%
CHM 2002	77.8%	73.1%	100.0%	93.3%	85.7%
CHM 2003	86.7%	50.0%	78.6%	90.0%	100.0%
GEOGRAPHY					
GEG 1001	83.6%	67.4%	61.5%	84.6%	75.7%
GEG 1002	100.0%	100.0%			
GEG 1003	100.0%	84.0%	71.9%	92.9%	61.8%
GEG 1004	70.8%	72.7%	78.6%	80.0%	91.7%
GEG 1005	96.2%	100.0%	96.4%	87.5%	96.6%
GEOLOGY					
GEL 1005	72.9%	73.6%	86.8%	83.3%	82.1%
GEL 1006	83.3%	90.0%	83.3%	100.0%	92.3%
GEL 1007	84.6%	88.0%	84.6%	95.7%	87.5%
GEL 1008	89.4%	83.3%	95.7%	85.5%	94.3%
GEL 1009	95.7%	91.7%	90.5%	90.0%	87.5%
PHYSICS & THEORY/APPLIED MECH					
PHY 1001	92.9%	96.2%	84.6%	100.0%	91.7%
PHY 2001	90.9%	100.0%	100.0%	90.9%	100.0%
PHY 2002	90.9%	100.0%	100.0%	77.8%	100.0%
PHY 2003	85.7%	92.9%	93.8%	100.0%	100.0%
PHY 2004	100.0%	90.0%	100.0%	100.0%	75.0%
TAM 2001	85.7%	100.0%	100.0%	88.9%	100.0%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
	GECC	MAJOR			
BIO 1000	L1905				
BIO 1001	L1900L				
BIO 1003	L1910L	BIO910			
BIO 1004	L1910L	BIO910			
CHM 1000	P1902				

CHM 1004	P1902L				
CHM 1006	P1902L	CHM911			
CHM1007		CHM912			
CHM 2002		CHM913			
CHM 2003		CHM914			
GEG 1001	P1909L				
GEG 1002	P1909L				
GEG 1003	S4900N				
GEG 1004	S4900N				
GEL 1005	P1908				
GEL 1006	P1905				
GEL 1007	P1908L				
GEL 1008	P1907L				
GEL 1009	P1907L				
PHY 1001	P2900L				
PHY 2003	P1900L				
TAM 2001		EGR944			
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Student success in the Life and Physical Sciences courses has remained solid. Course offerings and scheduling meet the needs of students studying a variety of disciplines in the CTE and transfer options. Overall analysis of success rates indicates a very good level of performance across all courses. As mentioned previously, 75.6% of students pass courses with a grade of C or better.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Disaggregated data reviewed included age, gender, enrollment status, ethnicity, highest degree earned, and educational goal.				
WERE THERE GAPS IN DEMOGRAPHIC DATA? PLEASE EXPLAIN.	Significant gaps did not exist in the data. The department is aware that figures could be better in the area of non-traditional student enrollment. The number of women taking courses related to the study of engineering could also improve.				

ACADEMIC COURSE REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. The life and physical sciences division will work collaboratively with the college recruitment specialists to increase student enrollment, especially with the non-traditional student group and with women in engineering. 2. The faculty will look to potentially offer on-line courses in introductory chemistry and introductory biology. 3. A need exists for additional laboratory space with the life sciences lab. In conjunction with the faculty, the dean will work to submit a proposal to the college's budget council. All of these action steps will be accomplished during the 2019/2020 academic year.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The Illinois Valley Community College Life and Physical Sciences department continues to meet the needs of its students with a very strong curriculum and faculty. Success rates of students have been very good. Alternative methods of delivery of courses will continuously need to be explored as student demands change. This may result in increased staffing and facility needs. Faculty will continue to review and make necessary curriculum modifications as needed.
Resources Needed	Additional instructors, life sciences laboratory space, and the money to pay for these will be needed.
Responsibility Who is responsible for completing or implementing the modifications?	The primary responsibility will be with the Life and Physical Sciences faculty and the Dean of Natural Sciences.

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**.

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2019
Review Area:	Financial Aid
Program Summary Please provide a brief summary of the function of the program.	The Financial Aid Department is dedicated to its mission of making college affordable for all students within our district. The office not only oversees the verification and packaging of federal, state and instructional awards, but also coordinates military veteran benefits, scholarships, student loans, student employment, book vouchers and standards of academic progress. To achieve our goals, the department focuses its efforts on communication, assistance to students, compliance, and staff development. Communication begins with prospective students by making them aware of the financial aid process, notifying them of documents needed to complete their file and how to receive assistance in completing the Free Application for Federal Student Aid (FAFSA). Each year, departmental staff visits various district high schools to assist in both financial aid parent presentations and FAFSA completion events. Multiple FAFSA completion events are also offered on the IVCC campus to assist our current students. Staff development is the critical component to providing accurate and excellent service. The staff attends yearly training through attendance at the Illinois Association of Student Financial Aid Administrators (ILASFAA) conference and fall workshops, veterans benefits training, completion of credentials training through the National Association of Student Financial Aid Administrators (NASFAA), and various webinars. As will be discussed later within this review, an emphasis on compliance is of the utmost importance at IVCC. It's importance is viewed so strongly that a staff position was created to primarily address and ensure compliance with a variety of state and federal regulations.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The department has formed a closer alliance with the Admissions Office and is assisting in their recruitment efforts; from increasing attendance at recruiting events to producing financial aid literacy materials. Specifically, the department produced a brochure and flyer which helps students understand the financial aid process as it specifically applies to IVCC. Additional marketing efforts have been made by using a basic “all student” text messaging service to notify students of upcoming events and deadlines. This has proven to be a successful way to communicate with students and subsequently led to the investment in an advanced text messaging product that allows for two-way communication with students. Additionally, the department has experienced staff turnover in the form of four retirements and minor restructure. Of the four retirements, three were advisor positions. One advisor position was repackaged as a Reconciliation and Compliance Specialist. Two other advisor positions were filled as advisor positions with employees who recently completed a job shadow program in the Financial Aid Department. The final retirement was the Director of Financial Aid, who was replaced in June 2019.

What are the identified or potential weaknesses of the program?	Staffing is a concern. As previously mentioned, over the past 18 months the department has seen three advisors and its director retire. While all positions have been re-hired by highly qualified and competent individuals, the loss of knowledge is substantial. That being said, a challenge will be the ability to manage internal change while minimizing the impact said change has on students. Improving technology continues to be a necessity. Technological changes occur so quickly that early adoption is seemingly necessary. Otherwise, organizations run the risk of operating within an obsolete world. At IVCC, the technology project wish list is robust. Fortunately, the Financial Aid Department will be on the receiving end of technological innovation by way of the installation of Ellucian's Financial Aid Self-Service Module. While the college is excited about utilizing a new student technology interface, there will be a learning curve when it comes to training department staff on the software.
What are the program's strengths?	Departmental staff is truly dedicated to serving the student population. The department is well-regarded, professional, and efficiently operated. Because of that, there is strong internal communication and dialog between all departments on campus with the Financial Aid department. Likewise, training is accessible and encouraged. This is due in large part to an administrative philosophical belief in continuing to professionally develop departmental staff, from director to student employee. It is also driven by adhering to compliance in a complex and quickly changing environment. The department has established controls & put them into practice to ensure accuracy of work. As a result, there has not been one substantial audit finding from our internal auditors, ISAC program review, or veterans audits in the past decade.

Rationale Detail all major findings resulting from the current review.	Staff training and professional development need to continue to be a priority, especially with the departmental transition that has recently occurred. Additionally, a plan regarding cross-training of new employees is necessary so that foci can shift when needed to meet student demand. Technology upgrades need to also remain as a priority as often it can be utilized to improve the student (and employee) experience by improving inefficient procedures and streamlining processes. Finally, continuous review of the manner in which we communicate with our students is important. With changes in the student demographics comes a shift in communication preference. Anecdotally, the traditional aged student prefers text messaging and other more "immediate payoff" platforms to the more elaborate or time consuming methods (standard mail, etc.). That being said, mindful & appropriate communication respective to student demographic population subsets is equally, if not more, important.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The IVCC Financial Aid Department is in the process of updating its website (as part of a college-wide initiative). As such, an in-depth review of content, language, and style will occur. By October 2019, it is expected that the new departmental website will more appropriately support the institution's mission and will be fully functional. In the Spring of 2020, it is expected that Ellucian's Financial Aid Self Service module will be installed. This will improve communication with students, enhance the ability of the department to function virtually, and be far more user-friendly for all stakeholders. Finally, departmental staff will be encouraged to continue to pursue training opportunities. It is important that our employees continue to grow so that we can best serve our students.

Remedial/Developmental English Language Arts (Reading and Communication Skills)	
COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2019
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program?	Students need to demonstrate that they possess the English and Reading skills necessary to successfully complete college-level courses. Developmental courses prepare those students who need foundational skills so that they can take college transferable courses.
To what extent are these objectives or goals being achieved?	Overall, the objectives of this program are being met. Faculty continually assess student success, revising, for example, placement and curriculum as needed.
How does this discipline contribute to other fields and the mission of the college?	Students need to demonstrate that they possess the English and Reading skills necessary to successfully complete college-level courses in order to obtain any number of degrees. As an open enrollment institution, we provide access to education regardless of skill level. This is consistent with our mission.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	<u>English</u>: • The co-req English 0920 and English 1001 were revised, and offered in a reworked format in Fall 2018. • The Reading, Writing, Study Skills Lab closed after Spring 2017, which led to reworking Developmental English courses into lecture-only formats for English 0800 and English 0900. The closure also prompted deactivation of the one-hour credit courses in English, Reading, and Study Skills. • As of Fall 2015, students enrolled in English 0900 no longer had to take the exit essay. • Bridging the Gap monies increased communication between IVCC and our feeder high schools during FY 14-16. • To be in compliance with recent state directives regarding student placement, the Placement Team revised SAT and ACT cut scores. • In the past five years, the Placement Team has regularly met to revise cut scores in order to improve placement. In Fall 2014 and Spring 2015, the team met to revise English cut scores. In Spring 2018, the team met again to revise English cut scores based on the NextGen version of Accuplacer.

	Reading: • In Spring 2018, the Placement Team revised Reading cut scores based on the NextGen version of Accuplacer. In the Fall 2018, the team reviewed the concordance table that NextGen supplied, and decided against further changes to IVCC's cut scores. • The twinning of the Reading 0800 and Reading 0900 began at the Ottawa Center in Fall 2015. That twinning was then replicated at the main campus in Spring 2018. Twinning is when one instructor teaches both levels of classes at the same time in the same room. • A flowchart was created for counselors to direct students who tested into Reading 0800 to best consider their options for reading placement. • As of Fall 2018, Reading 0800 is no longer paired with SSK 0904 (Study Skills). • As of Fall 2015, students enrolled in Reading 0900 no longer had to retake the Reading Placement exam at the end of the semester. IVCC instructors and students participated in an NIU Literacy Project: "Literacy in the 'In Between Spaces' of Community Colleges: Interstitial Practices in Developmental Reading & Career Technical Education."

REVIEW ANALYSIS 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.	
INDICATOR 1: NEED	*RESPONSE*
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	With night and extension site options, students have some flexibility in course offerings.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	Salaries, specialized software, other instructional supplies, printing, and travel for professional development.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program's costs are paid through operating expenses. Developmental Education has run a deficit over the past three fiscal years, which has dramatically decreased from FY 16 to FY 17. The deficits are as follows: FY 16, -149.2%; FY 17, -59.1%; and FY 18, -58.1 %.
2.3 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? If so, please elaborate.	Costs are not offset by grant funding.

2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	We have trimmed our course offerings to attain a better seat capacity. As a result of fewer offerings, more full-time faculty teach in this program.
2.5 Are there needs for additional resources? If so, what are they?	We had a Bridging the Gap Coordinator for three years who received release time. When the coordinator stepped down, that alignment work in that format stopped. Given how Transitional English has gained momentum, it would be beneficial to have a point person again in this position.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 How is the college working with high schools to reduce remedial needs?	Bridging the Gap increased communication between IVCC and our feeder high schools. We aligned curriculum, reviewed Academic Honesty policies and infractions, and completed grading/norming sessions. Due to recent state level conversations and pending legislation, IVCC has met with some feeder high schools to create transitional courses to increase the number of college ready students who attend IVCC after graduating from high school.
3.2 Are there alternative delivery methods of this program (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Our developmental Reading and English courses are taught in lecture-only format. We had offered ENG 0909, a skills based lab, online but stopped doing so in the Fall of 2017.
3.3 What innovation has been implemented or brought to this program?	As a means to reduce remediation in English, the co-req English 0920 and English 1001 were revised and offered in the reworked format in Fall 2018. The twinning of the reading courses allows students to begin their reading sequence even if enrollment is low. Librarians and counselors have been embedded into developmental English and Reading courses.
3.4 To what extent is the program integrated with other instructional programs and services?	Instructors of developmental courses work closely with professionals in the following departments: Counseling, Disability Services, Jacobs Library, Nursing, Peer Tutoring, Project Success, and the Writing Center.
3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Due to recent state level conversations and pending legislation, IVCC has met with some feeder high schools to create transitional courses to increase the number of college ready students who attend IVCC after graduating from high school.

3.6 How well are completers of remedial/developmental courses doing in related college-level courses?	For the FY 14 cohort: 66% successfully completed ENG 1001 within 6 years For the FY 15 cohort: 68% successfully completed ENG 1001 within 5 years For the FY 16 cohort: 57% successfully completed ENG 1001 within 4 years For the FY 17 cohort: 67% successfully completed ENG 1001 within 3 years For the FY 18 cohort: 65% successfully completed ENG 1001 within 2 years
3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	As a means to reduce remediation in English, the co-req English 0920 and English 1001 were revised and offered in the reworked format in Fall 2018. Several faculty and the Dean have attended state workshops to develop and share ideas.
3.8 Provide a description of remedial/ developmental sequence. Colleges may attach a graphic representation.	RED 0800, RED 0900, RED 1008 ENG 0800, ENG 0900, (maybe ENG 0909) ENG 1001 or ENG 1205 (Writing, Business & Industry) ENG 1002
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Full-time faculty are able to attend conferences or other professional development opportunities to stay current in the field.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.
There are academic and non-academic barriers. Student are less and less prepared for even remedial work. The stresses of family, jobs, and life often have students prioritize everything over their schooling.

DATA ANALYSIS FOR REMEDIAL/DEVELOPMENTAL ENGLISH LANGUAGE ARTS Please complete for **each course** reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.	
COURSE TITLE	ENG-0800, ENG-0801, ENG-0802, ENG-0803 ENG-0900, ENG-0901, ENG-0902, ENG-0904, ENG-0905, ENG-0909, ENG-0910, ENG-0911, ENG-0912, ENG-0920, ENG 1200, ENG 1205 RED-0800, RED-0810, RED-0811, RED-0812 RED-0900, RED-0901, RED-0907, RED-0910, RED-0911, RED-0912
COURSE DESCRIPTION	ENG-0800 Basic Composition, I ENG-0801 Basic Composition I, Module I ENG-0802 Basic Composition I, Module II ENG-0803 Basic Composition I, Module III ENG-0900 Basic Composition, II ENG-0901 Grammar, Usage, and Mechanics ENG-0902 Sentence Development ENG-0904 Paragraph Development ENG-0905 Essay Writing

	ENG-0909 English Lab ENG-0910 Basic Composition II, Module I ENG-0911 Basic Composition II, Module II ENG-0912 Basic Composition II, Module III ENG-0920 Composition Development ENG-1200 Grammar Skills for the Workplace ENG-1205 Writing & Comm Skills for Business Industry & Tech RED-0800 Basic Reading I RED-0810 Basic Reading I, Module I RED-0811 Basic Reading I, Module II RED-0812 Basic Reading I, Module III RED-0900 Basic Reading II RED-0901 Vocabulary RED-0907 Motivation and Planning RED-0910 Basic Reading II, Module I RED-0911 Basic Reading II, Module II RED-0912 Basic Reading II, Module III

	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED					
ENG-0800	11	7		5	
ENG-0801	14	6	8	3	
ENG-0802	11	8	6	3	
ENG-0803	9	8	6	3	
ENG-0900	262	255	122	154	141
ENG-0901		1		1	
ENG-0902	1	1			
ENG-0904	2		1		
ENG-0905	1	1	1	2	
ENG-0909	75	38	59	53	62
ENG-0910	17	11	21	24	
ENG-0911	21	11	19	23	2
ENG-0912	13	16	16	21	3
ENG-0920	5	24	24		
ENG-1200	6	5	5	5	
ENG-1205	56	62	53	62	48
RED-0800	15	27	16	17	19
RED-0810	12	12	13	17	
RED-0811	10	11	13	15	
RED-0812	7	10	11	14	

RED-0900	119	107	98	97	94
RED-0901				1	
RED-0907			1		
RED-0910	23	10	16	21	
RED-0911	22	10	15	19	
RED-0912	17	11	15	18	1
CREDIT HOURS PRODUCED					
ENG-0800	33	21		15	
ENG-0801	14	6	8	3	
ENG-0802	11	8	6	3	
ENG-0803	9	8	6	3	
ENG-0900	786	765	366	462	423
ENG-0901		1		1	
ENG-0902	1	1			
ENG-0904	2		1		
ENG-0905	1	1	1	2	
ENG-0909	75	38	59	53	62
ENG-0910	17	11	21	24	
ENG-0911	21	11	19	23	2
ENG-0912	13	16	16	21	3
ENG-0920	5	24	24		
ENG-1200	12	10	10	10	
ENG-1205	168	186	159	186	144
RED-0800	45	81	48	51	57
RED-0810	12	12	13	17	
RED-0811	10	11	13	15	
RED-0812	7	10	11	14	
RED-0900	357	321	294	291	282
RED-0901				1	
RED-0907			1		
RED-0910	23	10	16	20	
RED-0911	22	10	15	19	
RED-0912	17	11	15	18	1

SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
ENG-0800	41.2%	71.4%		100.0%	
ENG-0801	76.5%	100.0%	88.9%	60.0%	
ENG-0802	28.9%	70.0%	66.7%	40.0%	
ENG-0803	28.6%	70.0%	55.6%	40.0%	
ENG-0900	68.1%	69.5%	61.6%	75.6%	70.9%
ENG-0901		100.0%		100.0%	
ENG-0902	100.0%	100.0%			
ENG-0904	100.0%		100.0%		
ENG-0905	100.0%	100.0%	100.0%	100.0%	
ENG-0909	86.1%	82.5%	82.3%	76.3%	78.8%
ENG-0910	69.6%	78.6%	84.0%	88.5%	
ENG-0911	46.0%	78.6%	64.0%	75.0%	100.0%
ENG-0912	29.3%	75.0%	50.0%	73.1%	100.0%
ENG-0920	83.3%	80.8%	82.8%		
ENG-1200	85.7%	100.0%	100.0%	100.0%	
ENG-1205	69.8%	72.3%	64.5%	80.0%	71.4%
RED-0800	65.2%	73.3%	76.5%	88.2%	68.2%
RED-0810	92.3%	92.3%	80.0%	88.9%	
RED-0811	50.0%	76.9%	68.8%	47.4%	
RED-0812	46.7%	69.2%	62.5%	50.0%	
RED-0900	75.3%	73.6%	78.7%	81.6%	75.5%
RED-0901				100.0%	
RED-0907			100.0%		
RED-0910	76.9%	90.9%	79.0%	90.9%	
RED-0911	70.4%	90.9%	73.7%	82.6%	
RED-0912	57.1%	75.0%	60.0%	70.8%	100.0%

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment has declined, mirroring statewide trends. Success rates are higher than national averages. Increased relationships with High School partners will guide us in the next 5-10 years. This will yield more college level placement and better prepared students overall.

	While the average of a 65% success rate in ENG 1001 is very good, we should look at the retention from remedial to college level courses. We lose a lot of students even after they complete the remedial sequence.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The English Department faculty created an annual plan, which includes alignment work with High School partners. This will be the work of FY 2020, with preliminary deliverables ready to report to our Strategic Leadership and Planning Council in November 2019. A full report is due in November 2020.

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2019

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Heating, Ventilation, and Air Conditioning	CERT	29.5	470201	

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 objective of the HVAC Certificate Program is to educate the student, with theory and hands-on training, to a degree of competency in the heating and air conditioning field. The overall objective is to enable the student to perform the associated skillset, which will lead to gainful employment.
To what extent are these objectives being achieved?	Students who complete the HVAC Program are hired by local businesses. We consistently have businesses looking for HVAC technicians year-round.
Past Program Review Action What action was reported last time the program was reviewed?	An advisory committee meeting was deemed necessary to evaluate the course outcomes and entry-level wage data. Two advisory committee meetings have been held since the last review, one in the summer of 2014 and one in the spring of 2016.

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.).	• Program entry requires that candidates have a high school diploma or equivalent • Pre-requisite or co-requisite of ELE1200- basic industrial electricity for HVAC 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 page 27 – CERT.HVAC
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	There is an estimated eight percent increase in new jobs, and 39% of the workforce will need to be replaced over the next three years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The number of total jobs for the surrounding counties has remained stable between 51-55 jobs. The total number of available jobs is expected to climb by 60%.
1.3 What is the district and/or regional need?	The aging population and steady economic growth have caused an increase in the demand for HVAC technicians. This trend is expected to continue for the next several years.
1.4 How are students recruited for this program?	The college holds career days, manufacturing expos, and open houses. There are current social media campaigns, college nights, and directed marketing (including high school visits).
1.5 Where are students recruited from?	Students are recruited from in-district high schools and junior high schools, adult students from the communities, and other college technical programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, we continue to work closely with advisory board members, and we are continually updating our teaching methods and equipment to stay relevant.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There is one part-time faculty member (salary $16,168). Additional operating expenditures are $5,654.
2.2 How do costs compare to other programs on campus?	The cost of the HVAC program is comparable to other technical certificate programs at the college. There are consumable materials used during hands-on learning.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the college's Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
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.	If grant funding was lost, the program costs would be offset by the college's Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Laboratory fees were increased to accommodate the ever-changing materials being used in HVAC. There will need to be another small increase to offset the cost of consumable instructional supplies.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	We have a new facility with a state-of-the-art lab, which incorporates a smart house for work-based learning projects. The part-time program coordinator and instructor currently works in our local industry.

3.2 What are the identified or potential weaknesses of the program?	The curriculum should be examined by the advisory committee and program coordinator. The current pathway includes courses in the electrical program. The Electrical and HVAC coordinators want to realign the HVAC outcomes with courses in the HVAC pathway. The HVAC certificate is not part of an AAS degree.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The courses are presented in the traditional format.
3.4 How does this program fit into a career pathway?	Currently, there is only one course and location for dual-credit for the HVAC program. Electrical wiring, ELE 1206, is offered at the LaSalle-Peru Area Career Center. The Adult Learning Program, Bridge to Manufacturing, highlights the HVAC program as an opportunity for students.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program currently incorporates hands-on learning using the smart house and off-site customer work.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Electrical Wiring, ELE 1206, is taught at the LaSalle-Peru Area Career Center.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students are given case studies and mock scenarios in the lab. The students work with the "smart house" to problem solve. The students are involved in off-site live work in the community.
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).	N/A
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.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
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 during since the last program review.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:20 is the cap placed on each HVAC section. Since FY 14, the range has been 1:8-1:15. The average is 1:12.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences and or technical training are available for faculty who would like to participate.
3.16 What is the status of the current technology and equipment used for this program?	There is a "smart house" in the HVAC lab that simulates a closed HVAC system. It has alternative energy sources and the ability to simulate different thermal conditions. The lab is also outfitted with current air handlers, condensers, and heat exchangers. There is a metal break and other duct building equipment, and there are several sets of diagnostic tools.
3.17 What assessment methods are used to ensure student success?	HVAC competency labs are given to gauge student hands-on abilities. Students are assessed in both a lab environment and lecture environment. Off-site customer work is performed as well to measure student competency.
3.18 How satisfied are students with their preparation for employment?	The students appreciate the hands-on learning environment and the lab and off-site practice.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by end-of-course surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are encouraged to visit our facilities. They are encouraged to participate in advisory committees.
3.21 How often does the program advisory committee meet?	The advisory committee is scheduled to meet annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from employers, who are hiring HVAC technicians, is always very positive. Local companies are confident that students graduating with certificates can assimilate into their HVAC businesses.
3.23 How is employer satisfaction information collected?	Feedback at advisory committee meetings, one-on-one talks with the program coordinator, and mailed surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Efforts will be made to form new industry partnerships. The HVAC certificate will be included in ongoing pathway and stackable credential creation, with the possibility of being added to an AAS degree.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	
The HVAC program is closely aligned with the Electricity program. The program coordinators feel that the overemphasis on industrial electricity is causing barriers for certificate completion. This can be supported by the attrition data.	

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.					
CTE PROGRAM	*HEATING, VENTILATION, AND AIR CONDITIONING*				
CIP CODE	*47.0201*				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED	*11*	*14*	*8*	*11*	*15*
NUMBER OF COMPLETERS	*12*	*11*	*4*	*7*	*8*
How does the data support the program goals? Elaborate.	Many of the students who begin the program do complete, but currently there are academic barriers to completing because of the program's alignment with the electricity program. Students begin related careers upon completion or satisfy their goals (20% of students in FY 2018 identified that their goal was to satisfy an interest).				
What disaggregated data was reviewed?	The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.				
Were there gaps in the data? Please explain.	Female students are underrepresented in the HVAC program as are people of color. Most students are enrolled part-time. The majority of participating students are non-traditional by age.				
What is the college doing to overcome any identifiable gaps?	Marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district				
Are the students served in this program representative of the total student population? Please explain.	No, female and people of color are underrepresented. The population in the program are similar to other career and technical programs that are traditionally male.				
Are the students served in this program representative of the district population? Please explain.	No, the ongoing trend in the HVAC program is a higher participation of adult learners. During FY 2018, 80% of students enrolled were over 26 years old. The Hispanic population has been underrepresented.				
REVIEW RESULTS					
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)				
Summary Rationale Please provide a brief rationale for the chosen action.	The HVAC Program is in good standing with steady enrollment. Academic barriers have been identified, and goals have been set to decrease these barriers. Also, the HVAC Program is being added to the larger conversation of pathways and multiple entry and exit points.				

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The HVAC certificate will be part of a larger scope of work to create pathways that incorporate stackable credentials. Beginning in the fall of 2019, a group of instructors and the Dean of Workforce Development will be examining the current curriculum to determine if there is a need to develop new courses and whether accreditation is beneficial for the students and local industry.

Heating, Ventilation, and Air Conditioning (HVAC) 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**
FALL SEMESTER			
ELE 1200 Basic Industrial Electricity I	4		
HVC 1210 Basic Heating	3		
HVC 1220 Basic Refrigeration	3		
HVC 1230 Sheet Metal Fabrication	3		
SPRING SEMESTER			
ELE 1202 Motors and Controls I		2.50	
ELE 1204 Programmable Logic Controllers I		3	
ELE 1206 Electrical Wiring		2	
HVC 1240 Design, Installation & Servicing		3	
HVC 2210 Advanced Heating		3	
Year Total:	13	13.5	

Any Semester	**Fall**	**Spring**	**Credits**
ANY SEMESTER			
CSP 1203 Microsoft Office Professional I or CAD 1200 Computer Aided Draft I AutoCAD			3
Year Total:			3

Total Credit Hours:	29.5

For additional information please consult any counselor at (815) 224-0360 or Jennifer_Scheri@ivcc.edu (815) 224-0390.

Students are strongly encouraged to complete the required courses in the order listed above.

10/23/17

United States Department of Education’s Gainful Employment Disclosure

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2019

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Phlebotomy	CERT	9	51.1009	

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?	1. To provide the community with qualified entry level phlebotomists. 2. To assist students to develop the necessary skills to become qualified entry level phlebotomists. 3. To assist students in developing professional attitudes and ethics (which are expected of phlebotomists).
To what extent are these objectives being achieved?	From feedback provided by program completers and area employers, it is evident that these objectives are being attained.
Past Program Review Action What action was reported last time the program was reviewed?	The Phlebotomy Program functions with one part-time program coordinator and one additional part-time instructor. The college benefits from the expertise and thoughtful approaches of both instructors. Since the last program review, the Phlebotomy Program Coordinator has worked with the Advisory Committee and implemented some curricular changes in an effort to improve program outcomes and give the Phlebotomy students an excellent educational experience. It was determined, as a result of consistent courses that fill to capacity each semester and feedback from the Advisory Committee, that it would be beneficial to add additional sections of both ALH 1250 (Principles and Practice of Phlebotomy) and ALH 1251 (Phlebotomy Practicum). In order to have ample clinical sites, it was decided to stagger the start of ALH 1250 between 1st and 2nd eight weeks; when the course started during the 2nd eight session the corresponding clinical would start during the 1st eight week session of the following semester or Summer Session B. This approach seems to be working very well. Students demonstrate satisfaction on student surveys and clinical sites are pleased with the flow of students through their institutions.

	Student course evaluations continue to be very good, with the majority of students documenting a positive learning experience. We have attempted to survey past students but with a very poor response rate. The program has met the American Society of Clinical Pathologists requirements for a formal structured phlebotomy program and now has access to the ASCP Program Performance Report. This access allows us to view our students' national certification scores going forward.
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.).	Medical Terminology is a co/prerequisite for Phlebotomy.
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 page 35 - Phlebotomy Certificate
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Phlebotomy certificate is nine credit hours.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	According to the Bureau of Labor and Statistics, the demand for qualified phlebotomists will remain high, as doctors and other healthcare professionals require bloodwork for analysis and diagnosis.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The overall employment of phlebotomists has increased from 100,380 to 125,280 in the US over the past five years. Employment of phlebotomists is projected to grow 25% from 2016 to 2026.
1.3 What is the district and/or regional need?	Between three employment websites, there are 1,617 job positions to be filled in Northern Illinois.
1.4 How are students recruited for this program?	High school students are recruited through high school counselors. The Nursing Division goes into the community and recruits for all programs, including phlebotomy through the high schools and job fairs. Grade school students have the opportunity to come to campus one day each spring to participate in various activities across campus. Health Care is one area of interest that they can visit.

1.5 Where are students recruited from?	High schools, advertisements, word of mouth, and attending career fairs, job fairs, and public functions that promote phlebotomy.
1.6 Did the review of program need result in actions or modifications? Please explain.	No.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	Currently, three part-time faculty staff the Phlebotomy Program, with one of those faculty members also acting as Program Coordinator. The collective salaries paid to these faculty members is $26,592.00. In the past year, $1177.65 has been spent on supplies for the Phlebotomy program.
2.2 How do costs compare to other programs on campus?	It is difficult to compare the Phlebotomy Program to any other health-care based program offered at IVCC. This is a small program, staffed entirely with a part-time staff. The other health-care based programs are staffed with more full-time faculty, admit more students per year, and, as a result, use more supplies each year.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition and lab fees. This program does not contain enough credit hours to be eligible for financial aid.
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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students completing the program are eligible to take the American Society for Clinical Pathology (ASCP) certification examination. Students who receive a certificate in phlebotomy are able to enter the job market and begin earning an income.
3.2 What are the identified or potential weaknesses of the program?	It is difficult to find clinical sites for the students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional with lecture, lab and clinical experience components.
3.4 How does this program fit into a career pathway?	• Some students continue their education in Medical Laboratory Science programs • Fulfills a requirement for Medical Assistant Program

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	IVCC has purchased the following items from the Clinical + Laboratory Standards Institute (CLSI), to ensure compliance with industry standards: • GP 41 Collection of Diagnostic Venous Blood Specimens • GP 48 Essential Elements of a Phlebotomy Training Program Subscription to Phlebotomy Today (from the Center for Phlebotomy Education) Clinical experiences are individualized for each student, based on their schedules. All students need to complete the minimum required hours, but have the choice of completing in 2, 3, 4 or 5 weeks.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Medical Terminology, a co/prerequisite for the Phlebotomy Program, is available as a dual credit course at the high schools in IVCC's district.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students attend clinical sites for 100 clock hours to gain experience in the field.
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, the Phlebotomy Program at IVCC is not accredited.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes. Students completing the program are eligible to take the American Society for Clinical Pathology (ASCP) certification examination; however, it is not required and many students choose NOT to take the exam.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	Not applicable.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None.
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.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The maximum student to instructor ratio is 10:1. Our ratios generally run between six and eight students to one instructor.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Current faculty are employed as medical laboratory technicians. They stay current with current practice by in-services and continuing education through their work places. On campus, the phlebotomy instructors have access to CETLA. This department assists with technology and support for faculty.
3.16 What is the status of the current technology and equipment used for this program?	The Phlebotomy Program has purchased all equipment and materials needed by phlebotomy students to use in the lab experience. It is all in keeping with current practice. Training videos are purchased from the Center for Phlebotomy Education, and are current.
3.17 What assessment methods are used to ensure student success?	Quizzes, testing, clinical site evaluations of student performance, assignments.
3.18 How satisfied are students with their preparation for employment?	The majority of students that return post-graduate surveys indicated that they felt prepared to begin their roles as professional phlebotomists.
3.19 How is student satisfaction information collected?	Through a 6 month post-graduate survey.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers from all hospitals that accept clinical students are invited to campus annually to meet with representatives of the Phlebotomy Program, the Director of the Nursing Division, and IVCC's Records and Admissions, Continuing Education, and Counseling offices to discuss the program, its design, the need for more clinical sites and a review of how the phlebotomists from IVCC are functioning in the professional world.
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?	Employers report being very satisfied with the phlebotomists from IVCC.
3.23 How is employer satisfaction information collected?	Verbally, through feedback from area laboratory managers.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	

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.					
CTE PROGRAM	***PHLEBOTOMY***				
CIP CODE	***51.1009***				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED	39	30	37	32	31
NUMBER OF COMPLETERS	38	25	28	26	22
How does the data support the program goals? Elaborate.	The number of completers illustrates that IVCC is producing and promoting certificate graduates into the area workforce, qualified to perform phlebotomy functions in a professional and ethical manner.				
What disaggregated data was reviewed?	QCEW Employees-EMSI 2018.4 Class of Workers and demographic data supplied by IVCC's Office of Institutional Research.				
Were there gaps in the data? Please explain.	There were no Identifiable gaps noted in the data.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	Yes. The students in the Phlebotomy Program are diverse as similar to the total student population in gender, cultural orientation, age, and residence within the college district.				
Are the students served in this program representative of the district population? Please explain.	Our district is primarily rural with small towns spread across the district. The Phlebotomy Program draws from the same towns and surrounding areas as the rest of the programs in the college. It is varied and extensive.				
REVIEW RESULTS					
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)				
Summary Rationale Please provide a brief rationale for the chosen action.	The Phlebotomy Program is running smoothly from an internal point of view. It is also generating enough certificate holders to keep the area employers in good supply of phlebotomists without saturating the market. Area employers are very satisfied with the phlebotomists that IVCC provides.				

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We have identified weaknesses in our evaluation process. We will work to update and increase the effectiveness of our process by Fall of 2020. We would also like to focus more on recruitment of students for the phlebotomy program. Right now Phlebotomy is grouped together with RN, LPN, and CNA. We will highlight this program throughout the 2019-2020 school year at school and public functions in an attempt to increase enrollment.

Phlebotomy 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.

Any Semester

		Credit Hours
ALH 1001	Terminology of The Health Field	3
ALH 1250	Principles & Practices of Phlebotomy	3
ALH 1251	Phlebotomy Practicum	3
Total Hours		9

For additional information please consult any counselor at (815) 224-0360 or the Division of Health Professions, (815) 224-0485 or julie_hogue@ivcc.edu (julie_hogue@ivcc.edu). ALH 1001 is a pre-requisite and/or co-requisite for both ALH 1250 & 1251. Students who want to take ALH 1001 concurrently with ALH 1250 must see a Counselor. Completing the Phlebotomy Certificate is a a two-step process. ALH 1251 must be taken immediately after successful completion of ALH 1250.

You must receive a "B" or better in ALH 1250 to be able to enter ALH 1251.

All students will be required to have a criminal background check and a 10 panel urine drug screen prior to beginning ALH 1251. A felony and certain misdemeanors may prevent you from working in a healthcare setting. A two-step TB Skin Test is also required for admission to ALH 1251. The Hepatitis B Vaccination series is strongly recommended. Additional immunization verification, a seasonal flu shot, and CPR Certification may also be required prior to beginning ALH 1251 based on clinical assignment.

Students must be 18 years of age and possess a high school diploma or GED to meet the qualifications to take the ASCP Phlebotomy Certification Exam.

10/26/17

Career & Technical Education

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2019

Program Identification Information

Program Title	*Degree or Cert*	*Total Credit Hours*	*6-Digit CIP Code*	*List All certificate programs that are stackable within the parent degree*
Accounting	DEGREE	60	52.0301	CERT.ACT; CERT.ACT.ADV
Accounting	CERT	22	52.0302	
Accounting – Advanced	CERT	34	52.0302	CERT.ACT

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 prepare students to enter the workforce in an entry-level accounting position. The program also can be used towards entrance to a university program. Specific program goals for students are as follows: 1. Be able to prepare in good form a full set of financial statements. 2. Be able to analyze financial statements using ratio analysis. 3. Be able to prepare payroll and complete the required state and federal tax forms. 4. Be able to apply various product costing methods including job-order costing, process costing, and variable costing. 5. Be able to use popular accounting software such as QuickBooks and apply Excel in various accounting applications.
To what extent are these objectives being achieved?	Analysis of the program reveals that the objectives are being met.
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 currently no prerequisites for the program or any of 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 page 42 – Accounting AAS Program See page 43 – Accounting Certificate (Basic) See page 43 – Accounting Certificate (Advanced)
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Effective with the fall 2019 semester, the AAS Accounting degree has been changed to a 60-credit hour degree.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	EMSI (Economic Modeling Solutions Incorporated) reveals that the occupational demand is relatively strong. A projected increase of 4.1% in accounting jobs is forecasted over the next five years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained strong for the past five years and the outlook is not expected to change for the next five years.
1.3 What is the district and/or regional need?	EMSI data projects an increase of 23 jobs over the next five years which equates to a 4.1% increase.
1.4 How are students recruited for this program?	The program has two full-time co-program coordinators who have a primary responsibility for recruitment. Faculty members work in conjunction with the college's Director of Admissions and Records, who also plays a role in recruitment. Students are recruited through 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.	Student recruitment continues to be a top priority. New program fliers have been created and additional informational meetings have been held in order to better communicate our program offerings.
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 compared with other college programs are similar. During the FY16 to FY18 period, the program generated a $28,278 loss. However, due to faculty retirement, this program is forecasted to turn profitable going forward.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are paid primarily from the college's Educational Fund. The Perkins grant contributes a small amount annually to instructional supplies and 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.	In the absence of grant funding, travel costs would be absorbed by the general education fund of the college in the amount of $1,000 per faculty.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	With the change in faculty staffing, the past negative program income should be mitigated going forward.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	The program is one of the only AAS Accounting programs in the state currently offering 2 professional certifications upon successful completion. Also, the program has two full-time Master's prepared instructors.
3.2 What are the identified or potential weaknesses of the program?	Additional outreach efforts need to be made to returning adult students. It is this pool of potential students that offers the greatest growth potential for the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The traditional face-to-face format is used along with a learning community and a variety of on-line offerings.
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, but not limited to, bookkeeping, payroll, tax preparation, and entry-level general ledger accounting positions.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	This program has recently added two professional certification opportunities. These certifications include the CB (Certified Bookkeeper) offered through the AIPB, as well as the FPC (Fundamental Payroll Certification) offered through the APA. In addition, students have the option to purse a QuickBooks certification.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No dual credit opportunities are offered.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	An opportunity to complete a 225 hour accounting internship is part of the program. Opportunities in areas such as tax preparation and bookkeeping are available.
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.
3.9 Are industry-recognized credentials offered? If so, please list.	As stated above, both the CB (Certified Bookkeeper) and the FPC (Fundamental Payroll Certification) are offered.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	For the first two years of the FPC offering, a 100% pass rate has been obtained. CB pass rates are in excess of 90%.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college is a member of the Illinois Articulation Initiative. There are no specific articulations.

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?	Strong partnerships are being pursued with local accounting firms such as Baxter, Killian in Oglesby, as well as Clifton, Larson, Anderson in Princeton.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Each course face-to-face offering has a maximum enrollment of 35. On-line offerings have a maximum enrollment of 26. The faculty-to-student ratio averages 1:25. The range is from 1:6 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 year.
3.16 What is the status of the current technology and equipment used for this program?	All classrooms are equipped with the latest smart room technology.
3.17 What assessment methods are used to ensure student success?	Traditional assessments include exams and quizzes. Other forms of formal assessment include software simulation models, Excel problems, and real-world projects.
3.18 How satisfied are students with their preparation for employment?	Student satisfaction surveys have been positive.
3.19 How is student satisfaction information collected?	Student satisfaction information is gathered through graduate surveys done by the college along with department surveys done periodically.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers play an important role in the offering of internships, adjunct teaching opportunities in the program, and attending the annual Business Advisory Board meetings.
3.21 How often does the program advisory committee meet?	Annually each spring.
3.22 How satisfied are employers in the preparation of the program's graduates?	Very satisfied. Employers have expressed their satisfaction in the work our graduates do when entering the workforce. Faculty follow-up with employers, as well as graduates, to monitor their success rate.
3.23 How is employer satisfaction information collected?	College surveys and regular contact with the Accounting instructors/program coordinators.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Employer feedback through the Business Advisory Board has led to implementation of professional certifications and payroll skills emphasis, as well as increased group work.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	

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.					
CTE PROGRAM	***ACCOUNTING***				
CIP CODE	***52.0301, 52.0302***				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED					
AAS.ACT	23	26	40	34	29
CERT.ACT	10	20	18	28	28
CERT.ACT.ADV	10	7	10	12	18
NUMBER OF COMPLETERS					
AAS.ACT	4	2	5	8	15
CERT.ACT	6	9	8	16	19
CERT.ACT.ADV	5	3	2	6	13
How does the data support the program goals? Elaborate.	Program numbers are down somewhat due to an improved economy in the district. We are seeing a slight improvement in enrollment going forward as efforts to recruit new students are beginning to show positive results. The program continues to meet its goals and shows promise with the addition of a 3 + 1 program partnership with Franklin University.				
What disaggregated data was reviewed?	Disaggregated data reviewed included age, gender, enrollment status, ethnicity, highest degree earned, and educational goal.				
Were there gaps in the data? Please explain.	Yes. A thorough review of the data revealed that the number of traditional age students enrolled in the program has decreased.				
What is the college doing to overcome any identifiable gaps?	The college has hired an additional person to assist programs with student recruitment. High school visits and college programs, such as College Night, are used to recruit potential students in this group. New recruitment materials, including display boards and brochures, will be developed.				
Are the students served in this program representative of the total student population? Please explain.	Yes. Student enrollment in the Accounting program is 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.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify) Additional efforts will be made to increase student enrollment in all areas of the program. This will include traditional and non-traditional students.
Summary Rationale Please provide a brief rationale for the chosen action.	The Illinois Valley Community College Accounting program has continued to be a mainstay AAS program, now in its 5th decade. The curriculum has been continually improved and now has added professional certifications along with its long history of rigorous academic demands placed on its students. The program is meeting the demands of local employers requiring accounting graduates to excel and perform at a high level on the job.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. New recruitment efforts will be made towards reaching out to non-traditional, returning adult students beginning with the 2019-2020 academic year. 2. A continued effort to promote bridge opportunities for our AAS graduates to continue their education and earn a bachelors' degree through our partnership with Franklin University. This effort began in the spring of 2019. **3.** New internship opportunities will be explored via close partnerships with local employers. Efforts to do so will target completion by the spring 2021 semester.

Accounting 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	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1210 Fundamentals of Accounting	3	
BUS 1010 Introduction To Business	3	
BUS 1201 Let's Talk Business	1	
BUS 1230 Math for Business & Finance	3	
CSP 1203 Microsoft Office Professional I	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
SPRING SEMESTER		
ACT 1010 Financial Accounting		3
ACT 1240 Payroll Accounting		2
ACT 1280 Quickbooks-Pro Accounting		3
ECN 1202 Fundamentals of Economics		3
PSY 2200 Human Relations in The World of Work		3
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3
Year Total:	16	17

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1020 Managerial Accounting	3	
ACT 2200 Tax Accounting	3	
ACT 2221 Intermediate Accounting I	3	
BUL 2000 The Legal Environment of Business	3	
MGT 2010 Principles of Management	3	
SDT 1203 Job Seeking Skills	1	
SPRING SEMESTER		
ACT 2222 Intermediate Accounting II		3
ACT 2230 Certified Bookkeeper Review		2
BUS 2210 Business Internship		3
CSS 2200 Advanced Excel		1
FIN 1200 Principles of Finance		3
Elective (s) (See below)		3
HPE 1000 Wellness		1
Year Total:	16	16

Total Credit Hours:	65

Electives:

ACT 2020, BUS 2260, CSP 2203, MGT 1230 or 2220

For additional information please consult any counselor at (815) 224-0360 or rick_serfafini@ivcc.edu, (815) 224-0392. Students should plan to take ACT 2221 the semester following ACT 1010. ACT 1020 does not need to be taken immediately after ACT 1010. Students are strongly encouraged to complete the required courses in the order they are listed above. Some advanced accounting courses may only be available at night.

2/1/19

Accounting Certificates

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.

Basic

First Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1210 Fundamentals of Accounting	3	
BUS 1230 Math for Business & Finance	3	
CSP 1203 Microsoft Office Professional I	3	
SPRING SEMESTER		
ACT 1010 Financial Accounting		3
ACT 1280 Quickbooks-Pro Accounting		3
Year Total:	9	6

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1020 Managerial Accounting	3	
BUS 1010 Introduction To Business	3	
SDT 1203 Job Seeking Skills	1	
Year Total:	7	

Total Credit Hours:	22

For additional information please consult any counselor at (815) 224-0360 or rick_serafini@ivcc.edu, (815) 224-0392. 2/1/19

United States Department of Education's Gainful Employment Disclosure (https://www.ivcc.edu/ge/Accounting%20-Basic/52.0302-Gedt.html)

Advanced

First Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1210 Fundamentals of Accounting	3	
BUS 1230 Math for Business & Finance	3	
CSP 1203 Microsoft Office Professional I	3	
SPRING SEMESTER		
ACT 1010 Financial Accounting		3
BUS 1010 Introduction To Business		3
Electives (see below)		3
Year Total:	9	9

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ACT 1020 Managerial Accounting	3	
ACT 2221 Intermediate Accounting I	3	
Electives (see below)	3	
SPRING SEMESTER		
ACT 1280 Quickbooks-Pro Accounting		3
FIN 1200 Principles of Finance		3
SDT 1203 Job Seeking Skills		1
Year Total:	9	7

Total Credit Hours:	34

Electives: ACT 1220, 2020, 2200, 2222 * NOTE: Students should be aware that the Advanced Accounting Certificate may take 4 semesters to complete for course prerequisites. Some advanced classes may only be available at night. 2/1/19

United States Department of Education's Gainful Employment Disclosure (https://www.ivcc.edu/ge/Accounting-advanced/52.0302-Gedt.html)

Career & Technical Education				
College Name:	Illinois Valley Community College			
Fiscal Year in Review:	2019			
Program Identification Information				
Program Title	*Degree or Cert*	*Total Credit Hours*	*6-Digit CIP Code*	*List All certificate programs that are stackable within the parent degree*
Graphic Design	DEGREE	64	50.0409	CERT.GDT
Graphic Design	CERT	25	50.0409	
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?	1. Understand computer terminology, basic components, operating systems, and know resources for new technology. 2. Demonstrate technical knowledge of industry software and its application to graphic design. 3. Define a graphic design problem, gather information and research, develop ideas, find solutions, and implement solutions. 4. Build a portfolio, write a resume, prepare for interviews, and complete an internship. 5. Differentiate between when to ask for assistance/ clarification while completing a project and when to proceed on your own. 6. Complete projects in a time frame and manner to meet expectations of the client or employer. 7. Apply customer service skills in a manner appropriate to the work environment. **8.** Integrate classroom theory and workplace practice and adapt to the expectations of the job situation.			
To what extent are these objectives being achieved?	Student progression through the objectives is monitored as they respond to, and complete, classroom and community assignments/projects. Students prepare a portfolio and resume at the end of Graphic Design Solutions (GDT 2221). Students whose portfolios are deemed unsatisfactory are advised to switch programs.			
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.).	There are no prerequisites.
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 page 50 – AAS.GDT See page 51 – CERT.GDT
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The degree is currently at 64 credit hours because students must complete a Health and Wellness course, as well as two Global Appreciation courses.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	Data shows that there is not a strong demand for the program. These reasons caused lower than optimal enrollments.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	While national data from the Bureau of Labor Statistics indicates Illinois is a very strong state for Graphic Design as an industry, our area does not fit that profile.
1.3 What is the district and/or regional need?	There has been a decline in demand for these workers. 2022 projects a decline by 15% for prepress workers and technicians. Other data suggests that jobs in the district were fewer than 10 in 2018 and will remain fewer than 10 in 2022. There is no growth and the district/area need remains very small.
1.4 How are students recruited for this program?	The Program Coordinator and/or Dean attends High School Admissions events, such as our Open House. We have met with our counselors to better equip them to sell the program. Counselors also meet with their high school counterparts to exchange information.
1.5 Where are students recruited from?	We had been focusing on area high schools. Yet, most students enrolled in GDT courses are between 20-25 years of age. We were not targeting the right population.

1.6 Did the review of program need result in actions or modifications? Please explain.	In March 2015, the Program Coordinator and the Dean went to Curriculum Committee to create 3 new courses: GDT 1205, Introduction to Social Media Marketing; GDT 1207 Digital Photography; and GDT 1208 Introduction to Facebook. In December 2016, the Program Coordinator and the Dean went to Curriculum Committee to eliminate the 3 internship courses and, in their stead, envelop them into the Graphic Design Solutions I and II courses (GDT 2220 and GDT 2221). This required a change in credit hours of GDT 2220 and GDT 2221 from 3 to 4. In addition, that change brought the total credit hours for the degree down to 64 from 65 hours. In May 2016, the Program Coordinator and the Dean went to Curriculum Committee to change the delivery method of GDT 2202 (Photoshop II) to blended.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	Salary, materials, repair of materials, recruitment, and rental equipment.
2.2 How do costs compare to other programs on campus?	There are some higher costs with this program due to the software updates, as well as special equipment rental.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs for this program are paid through operating expenses. The program has run a deficit between $50,000 and $75,000 in FY16, FY17, and FY18.
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.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program was placed on an Enhancement Plan in FY18. An Enhancement Plan is a monitoring process for programs that need more attention. Likely outcomes are continued monitoring or deactivation.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Anecdotally, students report that we prepare them well to succeed in the workplace and when they transfer.
3.2 What are the identified or potential weaknesses of the program?	Students do not complete the degree or certificate.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional face to face and hybrid/blended.
3.4 How does this program fit into a career pathway?	Web designers and developers fit into the Information Technology Pathway.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No GDT courses articulate.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Work-based learning opportunities include practicums and internships. Students would receive college credit for Graphic Design work (print and digital media) prepared for on-campus and off-campus needs.
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.
3.9 Are industry-recognized credentials offered? If so, please list.	No industry-recognized credentials are offered.
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
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?	Students who complete an AAS degree can continue their education by taking advantage of articulation agreements to earn the Bachelor's Degree with WIU in Chicago, Robert Morris College in Chicago and Peoria, ISU, and others. The 2+2 articulation agreements will allow program credits to transfer with junior status.
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 partnerships have been formed.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty-to-student ratio for courses in this program range from 1:12-14, with an average of 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?	Adjunct faculty members have not been employed since 2017. Full-time faculty may receive professional development funds to attend conferences or otherwise keep current in their field.
3.16 What is the status of the current technology and equipment used for this program?	The MAC lab is the only place on campus with Apple computers and software. We will soon need to assess if updates are required and what those might cost.

3.17 What assessment methods are used to ensure student success?	At the completion of Graphic Design Solutions II (GDT 2221), students have a portfolio of their work and a resume ready for submission. The portfolio is scored excellent, satisfactory, or unsatisfactory. In addition, students complete some general education goals when they enroll in GDT classes.
3.18 How satisfied are students with their preparation for employment?	Anecdotally, students seem satisfied.
3.19 How is student satisfaction information collected?	This data has not been collected in the past 5 years.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Annual meetings of an Advisory Board have been difficult to schedule, with attendance shrinking. Among those who do attend, employers are given the opportunity to comment on the curriculum, placement, and work-based learning opportunities.
3.21 How often does the program advisory committee meet?	The program advisory committee met once a year in May. The last meeting was in 2017.
3.22 How satisfied are employers in the preparation of the program's graduates?	Advisory meetings devoted some time to this. The verbal reports are that employers were very satisfied.
3.23 How is employer satisfaction information collected?	Employers were asked at Advisory meetings.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Review of the program since curriculum changes in 2015 and 2016 yielded no positive results in retention or enrollment. Review of the program then led to placement on an Enhancement Plan in FY17 and, upon retirement of the full-time Program Coordinator in FY18, deactivation.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.

Retention is a big problem for this program. Additionally, most students are not full-time, which means the demands of family or work often take priority.

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.

CTE PROGRAM	***GRAPHIC DESIGN***				
CIP CODE	***50.0409***				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED					
AAS.GDT	16	15	19	18	19
CERT.GDT	4	3	2	9	8

NUMBER OF COMPLETERS					
AAS.GDT	4	2	1	3	5
CERT.GDT	4	2	1	8	6
How does the data support the program goals? Elaborate.	Only aggregated data has been reviewed in the past five years.				
What disaggregated data was reviewed?	Demographic data reviewed included a breakdown of age, ethnicity, gender, part- and full-time, and educational goals.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	Yes. A majority of students are white, part-time, female, and working to get a job.				
Are the students served in this program representative of the district population? Please explain.	Yes				
REVIEW RESULTS					
Action	☐ Continued with Minor Improvements ☐ Significantly Modified X Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)				
Summary Rationale Please provide a brief rationale for the chosen action.	Due to declining enrollments and the retirement of our full time instructor, the degree and program is recommended to be discontinued.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We will teach out remaining classes to get students to complete. Three advanced courses for the degree and certificate were offered in FY19 and we hope to offer six in FY20. No introductory classes have been offered.				

Graphic Design Technology 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	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ART 1002 Drawing I	3	
ART 1005 Design I	3	
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3	
GDT 1201 Introduction To Page Layout	3	
GDT 1202 Photoshop I for Graphic Design	3	
HPE 1000 Wellness	1	
SPRING SEMESTER		
GDT 1204 Web Design for Graphic Design		3
GDT 1222 Introduction To Illustrator		3
GDT 2006 Visual Communications I		3
MTH 1206 Technical Mathematics I or BUS 1230 Math for Business & Finance		3
SDT 1203 Job Seeking Skills		1
Elective(s) (see below)		3
Year Total:	16	16

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
GDT 2202 Photoshop II	3	
GDT 2211 Design Solutions I	4	
GDT 2216 Visual Communications II	3	
GDT 2232 Illustrator II	3	
Elective(s) (see below)	3	
SPRING SEMESTER		
GDT 2214 Multimedia I		3
GDT 2221 Graphic Design Solutions II		4
PSY 2200 Human Relations in The World of Work		3
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3
Humanities/Fine Arts Group I, II, III or IV		3
Year Total:	16	16

Total Credit Hours:	64

Electives: ART 1000, ART 1001, ART 1007, ART 1009, ART 1010, ART 1012, ART 1015, BUS 1010, GDT 1207, MKT 1210.
ART 1002 and 1005 should be taken concurrently or previously to GDT 1201 and 1202.
Marketability is determined by the creativity and quality of work exhibited in the graduate's portfolio. The Graphic Design program at IVCC guides students toward building a successful portfolio. Students who complete an AAS degree can seek immediate employment or can continue their education by taking advantage of articulation agreements to earn the Bachelors Degree with WIU in Chicago, Robert Morris College in Chicago and Peoria, ISU and others. The 2+2 articulation agreements will allow program credits to transfer with junior status.
Contact the Division office at 815-224-0487 or a counselor. 5/8/18

Graphic Design Technology 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	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
ART 1002 Drawing I	3	
ART 1005 Design I	3	
GDT 1201 Introduction To Page Layout	3	
GDT 1202 Photoshop I for Graphic Design	3	
SPRING SEMESTER		
GDT 1204 Web Design for Graphic Design		3
GDT 1222 Introduction To Illustrator		3
GDT 2006 Visual Communications I		3
SDT 1203 Job Seeking Skills		1
Elective(s) (See below)		3
Year Total:	12	13
Total Credit Hours:		25

Electives:

ART 1000, ART 1007, ART 1009, ART 1010, GDT 1207

For additional information please consult any counselor at (815) 224-0360 or the Division office at 815-224-0487.

ART 1002 and 1005 should be taken concurrently or previously to GDT 1201 and 1202.

This certificate will equip the student with the skills needed to take an entry-level position in a graphics or printing firm.The student will have the basic knowledge of industry standard software. A graphic designer's duties may include layout and typesetting of ads and printed materials.This certificate is also helpful to anyone in the marketing, journalism or public relations and promotion field.It will equip them to better prepare any in-house material such as newsletters and small scale advertising. Art instructors and those already working in the graphic design field that need to brush up on their skills or knowledge in digital design would benefit from this certificate.It would also be helpful to anyone who wants a better understanding of graphic design and digital art for home or small business use.

5/8/18

United States Department of Education’s Gainful Employment Disclosure

Career & Technical Education

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2019

Program Identification Information

Program Title	*Degree or Cert*	*Total Credit Hours*	*6-Digit CIP Code*	*List All certificate programs that are stackable within the parent degree*
Machinist and Tool & Die Making	CERT	28	48.0501	

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 objective of the Machinist Tool and Die Certificate Program is to educate the student, with theory and hands-on training, to a degree of competency. The overall objective is to enable the student to perform the associated skillset, which will lead to gainful employment.
To what extent are these objectives being achieved?	Students who complete the Machinist Tool and Die Program are hired by local businesses. Some of our students are employed in a related field when completing the coursework, and they are satisfied with the value added to their abilities. Many are also hired before completing the certificate.
Past Program Review Action What action was reported last time the program was reviewed?	The last review detailed the age of some of the manufacturing equipment and the role that the program coordinator played in maintaining that equipment. Curriculum improvements were completed as part of the Department of Labor Trade Adjustment Assistance Community College Career Training Grant.

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.).	Program entry requires that candidates have a high school diploma or equivalent
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 page 58 – Machinist and Tool and Die Making Certificate
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	According to the Bureau of Labor Statistics, there are 31,000 current machinist jobs in Illinois. Local demand will be increasing 6-20% over the next three years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The majority of positions listed in the related SOC codes have increased dramatically over the last five years. Actually, many exceeded the growth predicted in the EMSI report from 2014. Local demand is expected to increase 6-20% among related careers.
1.3 What is the district and/or regional need?	EMSI data suggest that there will be around 130 annual regional openings for Machine Tool and Die workers.
1.4 How are students recruited for this program?	The college holds career days, manufacturing expos, and open houses. There are current social media campaigns, college nights, and directed marketing (including high school visits).
1.5 Where are students recruited from?	Students are recruited from in-district high schools and junior high schools, adult students from the communities, local manufacturing facilities, and other college technical programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The local and regional need is necessitating an increase in course offerings.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There is 1 full-time faculty member (salary and fringe benefits $62,479), and part-time faculty ($6,516). Additional operating expenditures are $8,827.
2.2 How do costs compare to other programs on campus?	The cost of the Machinist Tool and Die program is comparable to other technical certificate programs at the college. There are consumable materials used during hands-on learning.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the college's Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
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.	If grant funding was lost, the program costs would be offset by the college's Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No modifications are necessary.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	We have a new facility with a state-of-the-art lab, which incorporates modern lathes and mills with manual machines. The college recently purchased a new ST-10 Haas lathe to meet the demands of local industry. The instructors have extensive experience in industry.
3.2 What are the identified or potential weaknesses of the program?	We have difficulty recruiting part-time faculty, which restricts the schedule of course offerings.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The courses are presented in the traditional format.
3.4 How does this program fit into a career pathway?	Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center. Students who are employed in related industry can complete a DOL Apprenticeship program. The Machinist Tool and Die Certificate courses stack directly into the Manufacturing Technology AAS Degree. This degree is transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Machinist Tool and Die Certificate is designed to lead directly into the Manufacturing Technology AAS degree as a stackable credential. The program shares an advisory committee with the related CNC program in an effort to develop curriculum and refine programs in order that they remain relevant to industry needs.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Learners spend a majority of their time in lab while enrolled in the Machinist Tool and Die certificate courses. Students complete projects that have been developed by our program leaders with support from our local industry.
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).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	Students who are employed in related industry can participate in a DOL Apprenticeship program if they complete 8,000 hours of on the job training with a participating partner.

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?	Machinist Tool and Die Certificate courses stack directly into the Manufacturing Technology AAS Degree. This degree is transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.
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?	Administrators and program leaders are continually in conversations with local industry to be sure that our courses are aligned with industry needs. We also meet quarterly with the Chief Manufacturing Executive group, which is comprised of local manufacturing executives, to align our activities in our manufacturing programs.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of faculty-to-student ratio over the last five years is 1:3-15. The average is 1:6.6.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences and or technical training are available for faculty who would like to participate.
3.16 What is the status of the current technology and equipment used for this program?	The Manufacturing lab has a representation of equipment that is used in the local industry. This includes a VMC-1375 vertical milling center, three mills from different manufacturers (Fryer, Haas, and Milltronics), and a Haas ST-10 Lathe (purchased in 2018). The lab also has multiple manual mills and lathes, drill presses, band saws, a press, and a TIG welder. There is also a dedicated smart classroom.
3.17 What assessment methods are used to ensure student success?	Machinist Tool and Die competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments.
3.18 How satisfied are students with their preparation for employment?	Students express appreciation for the hands-on preparation that they receive from the Machinist Tool and Die coursework. Many are hired before certificate completion.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by end-of-course surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The employers play a major role in the development of content for the Machinist Tool and Die program. The advisory committee meets annually, and the Chief Manufacturing Executives meets quarterly. Both groups offer valuable information for the direction of the program.
3.21 How often does the program advisory committee meet?	The program advisory committee meets once per year. There is also a quarterly meeting with the Chief Manufacturing Executive group.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the students who complete coursework. Generally, students are hired prior to completion of the certificate, and then we lose them through attrition.

3.23 How is employer satisfaction information collected?	Local employers have expressed satisfaction through mailed surveys, participation in advisory committee meetings, and interaction with the program coordinator.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The demand for manufacturing courses required the college to hire a new full-time instructor. The college has been unable to host sections of courses to meet the demand of the industry or students.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	
We often lose students prior to certificate completion. These students frequently take a related job prior to finishing the Machinist Tool and Die 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.

CTE PROGRAM	***MACHINIST AND TOOL & DIE MAKING***				
CIP CODE	***48.0501***				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED	5	11	3	5	9
NUMBER OF COMPLETERS	4	8	1	1	4
How does the data support the program goals? Elaborate.	Students enroll in Machinist Too and Die courses to gain a skillset to obtain a job in the manufacturing industry. Students often take a related job prior to finishing the certificate. Many come back later to progress in their abilities.				
What disaggregated data was reviewed?	The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.				
Were there gaps in the data? Please explain.	Female students are underrepresented in the Machinist Tool and Die program as are people of color. Most students are enrolled part-time.				
What is the college doing to overcome any identifiable gaps?	Marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district.				
Are the students served in this program representative of the total student population? Please explain.	No, female and people of color are underrepresented. The population in the program are similar to other career and technical programs that are traditionally male.				
Are the students served in this program representative of the district population? Please explain.	People of color are underrepresented in the Machinist Tool and Die program. Like other traditionally male programs, females are underrepresented.				

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The current demand for Machinist Tool and Die workers in local industry is high. The enrollment has been steady in the Machinist Tool and Die program. Many students have to wait a semester or more to enroll in an appropriate section that meets their needs. Many students also leave before receiving a credential.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We have hired an additional Industrial instructor. This is intended to relieve pressure from the other full-time faculty member and bridge the gap created by a small part-time faculty pool.

Machinist and Tool and Die Making 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	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
DFT 1203 Machine Blueprint Reading	3	
MTH 1206 Technical Mathematics I	3	
SPRING SEMESTER		
DFT 1200 Basic Drafting		3
MET 1200 Inspection, Measurement & Quality Offered Spring odd years only		3
Year Total:	6	6

Second Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
MET 1202 Manufacturing Materials & Processes I	4	
SPRING SEMESTER		
MET 1203 Manufacturing Materials & Processes II		3
Year Total:	4	3

Third Year	**Credits**	
	Fall	**Spring**
FALL SEMESTER		
CNC 1200 Fundamentals of CNC Operations	3	
MET 1204 Tooling Processes I	3	
SPRING SEMESTER		
MET 1205 Tooling Processes II		3
Year Total:	6	3

Total Credit Hours:	28

For additional information please consult any counselor at (815) 224-0360 or tim_bias@ivcc.edu, (815) 224-0261.

The Tool & Die Maker/Machinist Apprenticeship Program requires the satisfactory completion of the above courses and completion of the 8000 hours of on-the-job training under supervision of a certified Journey worker approved by the U.S. Dept. of Labor Bureau of Apprenticeship. The apprenticeship option is typically intended for persons currently employed in industry.

This program may take up to 3 years to complete. Some classes only available evenings.

11/17/17

United States Department of Education’s Gainful Employment Disclosure

Career & Technical Education

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2019

Program Identification Information

Program Title	*Degree or Cert*	*Total Credit Hours*	*6-Digit CIP Code*	*List All certificate programs that are stackable within the parent degree*
Certified Production Technician	CERT	16	48.0503	

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 CPT certificate prepares individuals for a high-performance, technologically advanced production job. • It is a training program for all entry- level production workers in all sectors of manufacturing. • Learners are immersed in production operations including: quality and measurement, safety, and light maintenance.
To what extent are these objectives being achieved?	The basis for the CPT certificate is for learners to be given preference during the hiring process over applicants without the certificate credentials. Students who complete the program have many interview opportunities with local industries. The enrollment in the CPT certificate has been unstable since its inception.
Past Program Review Action What action was reported last time the program was reviewed?	The CPT certificate was approved in the fall of 2016, so this is the first review.

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.).	Program entry requires that candidates have a high school diploma or equivalent
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 page 65 – CERT.CPT
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The Bureau of Labor Statistics lists a total of 14,540 production occupation positions in the non-metropolitan northwest region of Illinois. The college hosts a committee of Chief Manufacturing Executives from the region, and they have expressed a desperate need for skilled production workers. They claim that up to 40% of their workforce will need to be replaced within five 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 US Department of Labor Statistics, there are over nine million production jobs in the US. This number is expected to decline by four percent, but, with up to 40% of the labor force near retirement age, there will be many openings over the next five years.
1.3 What is the district and/or regional need?	The demand for skilled and unskilled production labor has been steadily growing in our region for the last five years. According to EMSI data, there will be an 8-18% growth in the number of jobs available for production workers. The local advisory committees have informed IVCC that up to 40% of their workforce will be retiring in the next five years.
1.4 How are students recruited for this program?	The college holds career days, manufacturing expos, and open houses. There are current social media campaigns, college nights, and directed marketing (including high school visits). The CPT production certificate is also offered as dual credit.
1.5 Where are students recruited from?	Students are recruited from in-district high schools and junior high schools, adult students from the communities, and other college technical programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the program led to realignment of the curriculum and caused the division to add the CPT certificate to discussions for pathway and stackable credential development. We have removed some of the general education barriers and reduced the number of credit hours for the certificate from 16 to 12.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There are several part-time faculty members ($4,921-$18,275). Additional operating expenditures are $5,785. The majority of non-salary expenses are spent on the MSSC industry credential preparation and testing.
2.2 How do costs compare to other programs on campus?	The CPT program is relatively inexpensive to operate due to the part-time faculty salaries and low expenses.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the college's Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.

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.	If grant funding was lost, the program costs would be offset by the college's Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The cost of the program is usually less than the program expenses unless the choice is made to run the courses with low enrollment. This choice has been made over the last few years because it is a relatively new program. We predict that offering the entire certificate as dual credit will stabilize the enrollments.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students receive industry credentials by finishing the program. The MSSC CPT credentials are supported by The National Association of Manufacturers. Students also receive an OSHA 10-hour safety card.
3.2 What are the identified or potential weaknesses of the program?	The unpredictable enrollment has made it difficult to hold courses every semester.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	All of the courses are being taught in the traditional format. Job seeking skills is also being offered in an online format.
3.4 How does this program fit into a career pathway?	The program offers dual credit opportunities. Next, year the entire certificate will be offered at the LaSalle-Peru Area Career Center. The CPT certificate is also part of the Engineering Technology AAS degree.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We will be offering the entire certificate as dual credit, which allows the high school students to receive industry credentials.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Next year, the entire certificate will be offered at the LaSalle-Peru Area Career Center.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	For labs, students use tools and methods from industry to demonstrate competency for embedded outcomes.
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.	The National Association for Manufacturers have adopted the MSSC CPT program to credential production workers. The college has voluntarily adopted the MSSC CPT credential.

3.10 Is this an apprenticeship program? If so, please elaborate.	No
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?	The CPT certificate can be stacked with other certificates to lead to the Engineering Technology AAS degree. This degree is then transferable to Northern Illinois University. The Engineering Technology degree transfers into the Applied Manufacturing Technology Bachelor of Applied Science degree, comprised of 90 credits from IVCC and 30 credits from Northern. The 30 credits can be taken on campus at Northern or online.
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
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range over the last five years for student to instructor ratio is: 3-10:1.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences and or technical training are available for faculty who would like to participate.
3.16 What is the status of the current technology and equipment used for this program?	The program is housed in a technology center that was built in 2014. The instructors and students have access to modern labs that contain the newest industrial and manufacturing tooling and trainers. The MSSC training software is updated frequently throughout the year.
3.17 What assessment methods are used to ensure student success?	Manufacturing competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments. The MSSC software has pre-assessments and post-assessments and as well as interactive training modules.
3.18 How satisfied are students with their preparation for employment?	The students are satisfied with the program content and instructors. They have expressed the usefulness of the content in their preparation for a career in manufacturing.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by end-of-course surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Chief Manufacturing Executive group, which is made up of the regional manufacturing executives, provides input on a quarterly basis.
3.21 How often does the program advisory committee meet?	The advisory committee meets on an annual basis.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with certificate graduates; however, the committee has raised the issue that there are too few graduates from the program.
3.23 How is employer satisfaction information collected?	Feedback at advisory committee meetings, one-on-one talks with the program coordinator, and mailed surveys.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of the program resulted in reevaluating the curriculum requirements and the dual credit offerings. The credit requirements for the certificate program have been reduced from 16 to 12. The entire certificate will now be available for students to complete at the LaSalle-Peru Area Career Center.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.

Unstable enrollment has led to a lack of course offerings. This has also led to lengthy completion times and attrition.

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.

CTE PROGRAM	***CERTIFIED PRODUCTION TECHNICIAN***				
CIP CODE	***48.0503***				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED	5	16	1	16	2
NUMBER OF COMPLETERS	4	5	1	8	0

How does the data support the program goals? Elaborate.	The enrollment in the CPT program does not align with the industry need for production employees. This has been an issue since the program's inception. Many students have identified to the instructors that they have left the program before graduation because they have obtained a position in industry. Currently, there is a high level of attrition within the program, and this compounds the issue of low enrollment.
What disaggregated data was reviewed?	The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.
Were there gaps in the data? Please explain.	Female students are underrepresented in the CPT program, as are people of color. Most students are enrolled part-time. Enrollment has been low, making it difficult to analyze data.
What is the college doing to overcome any identifiable gaps?	Marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district. The CPT program will be offered at the LaSalle-Peru Area Career Center.
Are the students served in this program representative of the total student population? Please explain.	No, female, and people of color are underrepresented. The population in the program are similar to other career and technical programs that are traditionally male.
Are the students served in this program representative of the district population? Please explain.	The majority of students participating in the CPT Certificate program are between the ages of 16-35. The Hispanic and female populations have been underrepresented.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The current demand for production workers in local industry is high. The enrollment has been low in the CPT program since its inception. We believe that giving high school students the opportunity to obtain industry credentials will help meet the needs of industry and also increase enrollment in the CPT courses.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Remove support courses from the certificate to decrease the amount of time commitment that learners need to invest in the program (fall 2019). This action step is in line with many other community colleges in Illinois and nationally. Offer the entire certificate at the local career center (Fall '19).

Certified Production Technician (CPT) 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.

		Credit Hours
GNT 1220	Intro Manufacturing & OSHA 10-hr Safety	4
GNT 1225	Quality & Measurement	2
GNT 1230	Manufacturing Processes	3
GNT 1235	Introduction Manufacturing Maintenance	2
MTH 1206	Technical Mathematics I	3
SDT 1201	Career Exploration	1
SDT 1203	Job Seeking Skills	1
Total Hours		16

Leads to Manufacturing Skills Standards Council (MSSC) CPT Certificattion.

Leads to OSHA 10 Hour General Industry Certification.

For additional information please contact jennifer_scheri@ivcc.edu 815-224-0390.

10/23/17

United States Department of Education's Gainful Employment Disclosure (https://www.ivcc.edu/ge/Certified%20Production%20Technologist/48.0503-Gedt.html)

Career & Technical Education

College Name:	Illinois Valley Community College
Fiscal Year in Review:	2019

Program Identification Information

Program Title	*Degree or Cert*	*Total Credit Hours*	*6-Digit CIP Code*	*List All certificate programs that are stackable within the parent degree*
Computer Numerical Control Operators	CERT	29	48.0510	

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 objective of the Computer Numerical Control (CNC) Certificate Program is to educate the student, with theory and hands-on training, to a degree of competency in the CNC field. The overall objective is to enable the student to perform the associated skillset which will lead to gainful employment.
To what extent are these objectives being achieved?	Students who complete the CNC Program are hired by local businesses. We consistently have businesses looking for CNC Programmers year-round. Some of our students are employed in a related field while completing the coursework, and they are satisfied with the value added to their abilities.
Past Program Review Action What action was reported last time the program was reviewed?	As a result of the last review, updates in the vertical and horizontal lathes were completed. Also, a proficiency test was developed to accelerate the certificate for students who are employed in the CNC industry.

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.).	Program entry requires that candidates have a high school diploma or equivalent.
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 page 72- CERT.CNC
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	EMSI Employment Data for the region reveals that there is likely to be an increase of 17-19% in the number of CNC operators and programmers needed in the next three years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years, there has been a 42% increase in the number of CNC jobs. The demand is expected to increase in the next five years from <10 openings to 16 locally. The Bureau of Labor Statistics shows that Illinois has 1,130 CNC positions currently, and much of the aging workforce will be retiring in the next five years.
1.3 What is the district and/or regional need?	The demand is expected to increase, annually, over the next five years from <10 openings to 16 locally.
1.4 How are students recruited for this program?	The college holds career days, manufacturing expos, and open houses. There are current social media campaigns, college nights, and directed marketing (including high school visits).
1.5 Where are students recruited from?	Students are recruited from in-district high schools and junior high schools, adult students from the communities, local manufacturing facilities, and other college technical programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, we continue to work closely with advisory board members, and we are continually updating our teaching methods and equipment to stay relevant.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There was one part-time faculty member (salary $11,801), and a portion of a full-time faculty's salary ($2,341) for FY 2018. Additional operating expenditures for FY 2018 were $1,948 for instructional supplies.
2.2 How do costs compare to other programs on campus?	The cost of the CNC program is comparable to other technical certificate programs at the college. There are consumable materials used during hands-on learning.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the college's Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
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.	If grant funding was lost, the program costs would be offset by the college's Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No modifications are necessary.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	We have a new facility with a state-of-the-art lab, which incorporates modern CNC lathes and mills. The college recently purchased a new ST-10 Haas lathe to meet the demands of local industry. The instructors have extensive experience in industry, and the lead CNC instructor is currently working with an industry partner.
3.2 What are the identified or potential weaknesses of the program?	The enrollment has been especially low in the third and fourth semester courses. These are the advanced CNC level courses.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The courses are presented in the traditional format.
3.4 How does this program fit into a career pathway?	Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center as Dual Credit. A DOL Apprenticeship is being piloted combining CAD and CNC certificate courses. The CNC Certificate can be stacked with other courses to complete the Engineering Technology AAS Degree. This degree is transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The CNC lab is outfitted with a VMC-1375 vertical milling center straight from industry. The lab is also equipped with mills and lathes that are used by our local industry, including mills from Fryer, Haas, and Milltronics, as well as lathes from Haas.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center as Dual Credit.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Learners spend a majority of their time in lab while enrolled in the CNC certificate courses. Students complete projects that have been developed by our program leaders with support from our local industry.
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).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	N/A

3.10 Is this an apprenticeship program? If so, please elaborate.	A DOL Apprenticeship is being piloted combining CAD and CNC certificate courses. A local manufacturer needs qualified CAD designers who are capable of operating and programing CNC machines. The college is currently working with the DOL to offer the courses as an apprenticeship.
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?	The CNC coursework is included in the transfer agreement that IVCC has with Northern Illinois University for their Applied Manufacturing Technology Bachelor 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?	Administrators and program leaders are continually in conversations with local industry to be sure that our courses are aligned with industry needs. Starved Rock Wood Products is working with us to create an apprenticeship for their current and future CNC needs. We also meet quarterly with the Chief Manufacturing Executive group, comprised of local manufacturing executives, to align our activities in our manufacturing programs.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of faculty-to-student ratio over the last five years is 1:2-5. The average is 1:4.2.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences and or technical training are available for faculty who would like to participate.
3.16 What is the status of the current technology and equipment used for this program?	The CNC lab has a representation of equipment that is used in the local industry. This includes a VMC-1375 vertical milling center, three mills from different manufacturers (Fryer, Haas, and Milltronics), and a Haas ST-10 Lathe (purchased in 2018).
3.17 What assessment methods are used to ensure student success?	CNC competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments.
3.18 How satisfied are students with their preparation for employment?	Students express appreciation for the hands-on preparation that they receive from the CNC coursework.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by end-of-course surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The employers play a major role in the development of content for the CNC program. The advisory committee meets annually, and the Chief Manufacturing Executives meets quarterly. Both groups offer valuable information for the direction of the program.
3.21 How often does the program advisory committee meet?	The advisory committee meets annually, and the Chief Manufacturing Executives meets quarterly.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the students who complete coursework. Generally, students are hired prior to completion of the certificate, and then we lose them through attrition.
3.23 How is employer satisfaction information collected?	Feedback at advisory committee meetings, one-on-one talks with the program coordinator, and mailed surveys.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	There has been low enrollment, especially in the third and fourth semester courses. The only degree option for the CNC certificate is the Engineering Technology AAS. This degree currently has many barriers. We will be modifying this degree to accommodate all learners. We will be creating new entry and exit points, as well as new stackable credentialing options.
List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.	
We often lose students prior to certificate completion. These students frequently take a related job prior to finishing the CNC 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.

CTE PROGRAM	***COMPUTER NUMERICAL CONTROL OPERATORS***				
CIP CODE	***48.0510***				
	YEAR 1 - FY14	*YEAR 2 - FY15*	*YEAR 3 - FY16*	*YEAR 4 - FY17*	*YEAR 5 - FY18*
NUMBER OF STUDENTS ENROLLED	4	5	5	2	5
NUMBER OF COMPLETERS	2	1	1	0	0

How does the data support the program goals? Elaborate.	Students enroll in CNC courses to gain a skillset to obtain a job in the manufacturing industry. Students often take a related job prior to finishing the CNC certificate. Many come back later to progress in their abilities.
What disaggregated data was reviewed?	The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.
Were there gaps in the data? Please explain.	Female students are underrepresented in the CNC program, as are people of color. Most students are enrolled part-time. Enrollment has been low, making it difficult to analyze data.
What is the college doing to overcome any identifiable gaps?	Marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district.
Are the students served in this program representative of the total student population? Please explain.	No, female and people of color are underrepresented. The population in the program is similar to other career and technical programs that are traditionally male.
Are the students served in this program representative of the district population? Please explain.	People of color are underrepresented in the CNC program. Like other traditionally male programs, females are underrepresented in the CNC courses.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The current demand for CNC Operators and Programmers in local industry is high. The enrollment has been low in the CNC program, and many students leave before receiving a credential. Many local manufacturers are automating their production. We will be restructuring our Engineering Technology AAS in order to allow students to acquire the CNC skillset while completing an AAS degree.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Restructure our Engineering Technology AAS in order to allow students to acquire the CNC skillset while completing an AAS degree. This should widen the scope of students interested in the CNC certificate.

Computer Numerical Control Operators 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.

1st Semester			**Credits**
	Summer	**Fall**	**Spring**
SUMMER SEMESTER			
DFT 1203 Machine Blueprint Reading	3		
Year Total:	3		

2nd Semester			**Credits**
	Summer	**Fall**	**Spring**
FALL SEMESTER			
CNC 1200 Fundamentals of CNC Operations		3	
CSP 1210 Basic Computer Skills for The Workplace		1	
MET 1202 Manufacturing Materials & Processes I		4	
Year Total:		8	

3rd Semester			**Credits**
	Summer	**Fall**	**Spring**
SPRING SEMESTER			
CNC 1202 CNC Milling Machine Operations			3
MET 1200 Inspection, Measurement & Quality			3
MTH 1206 Technical Mathematics I			3
Year Total:			9

4th Semester			**Credits**
	Summer	**Fall**	**Spring**
FALL SEMESTER			
CNC 1204 CNC Turning Center Operations I		3	
MET 2201 Statistical Quality Control Techniques		3	
Year Total:		6	

5th Semester			**Credits**
	Summer	**Fall**	**Spring**
SPRING SEMESTER			
CNC 1206 CNC Turning Machine Operations II			3
Year Total:			3

Total Credit Hours:	29

For additional information please consult any counselor at (815) 224-0360 or tim_bias@ivcc.edu, (815) 224-0261.

NOTES: This program will be available evenings. This program will take at least 4 semesters to complete.

11/17/17

United States Department of Education’s Gainful Employment Disclosure

Career & Technical Education

COLLEGE NAME:	Illinois Valley Community College
FISCAL YEAR IN REVIEW:	2019

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Welding Production Technology	DEGREE	66	48.0508	Gas Metal Arc Welding Production Welding
Welding Construction Technology	DEGREE	66	48.0508	Basic Construction Welding
Gas Tungsten Arc Welding (GTAW)	CERT	10	48.0508	
Gas Metal Arc Welding (GMAW)	CERT	8	48.0508	
Oxy – Acetylene Welding (OAW)	CERT	6	48.0508	
Production Welding	CERT	30	48.0508	
Basic Construction Welding	CERT	28	48.0508	
Advanced Construction Welding	CERT	42	48.0508	Basic Construction Welding

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?	Students will gain entry and advanced level knowledge and the skills necessary to work in construction and related occupations that require welding. Students learn how to weld shielded metal arc or stick (SMAW) in a variety of positions on steel plates and pipe. The Advanced Certificate adds OAW (Oxyacetylene Welding), the use of the cutting torch, and plasma arc cutting.
To what extent are these objectives being achieved?	Students who participate in the Welding Program are hired by local businesses. We consistently have businesses looking for Welders year-round. Some of our students are employed while completing the welding coursework, and they are satisfied with value added to their abilities.
Past Program Review Action What action was reported last time the program was reviewed?	Welding equipment was added to the program facility. An investigation was performed to determine whether virtual welders would benefit learners. Four virtual welders were purchased to enhance the learning process.

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.).	Program entry requires that candidates have a high school diploma or equivalent.
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 page 81 – Welding Production Technology AAS See page 82 – Welding Construction Technology AAS See page 83 – Welding Advanced Construction Certificate See page 84 – Welding Basic Construction Certificate See page 85 – Welding GMAW Certificate See page 86 – Welding GTAW Certificate See page 87 – Welding OAW Certificate See page 88 – Welding Production Certificate
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Welding Advanced Certificate is a parent certificate to the Basic Construction Certificate. The Advanced Certificate provides additional technical coursework for individuals who require a broader welding skillset. Both Welding AAS degrees, Welding Production and Welding Construction, include a range of 66-67 credit hours. We are currently examining the possibility of reducing the credit hour requirement to 60, while maintaining the rigor and integrity of the degree.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	According to IDES data, there is steady increase in demand for students prepared by the welding program. There is an increase in openings ranging between 3 and 26 percent for the various industrial categories, including welders.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has been steady for the last five years, and IDES shows steady growth for the next five years. The IDES projects 79 annual openings in the local region over the next five years. EMSI data shows that there will be a 6-9 percent increase in local demand over the next five years.
1.3 What is the district and/or regional need?	The IDES projects 79 annual openings in the local region over the next five years. Both advisory committees (Chief Manufacturing Executives and Welding Advisory) express that there will be up to a 50% turnaround in skilled welding employees. This would dramatically increase the anticipated need for welders.
1.4 How are students recruited for this program?	The college holds career days, manufacturing expos, and open houses. There are current social media campaigns, college nights, and directed marketing (including high school visits).

1.5 Where are students recruited from?	Students are recruited from in-district junior and high schools, adult students from the communities, local manufacturing facilities, and other college technical programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	We will be adding sections at a satellite location for students on the east side of the district. We are examining the possibility of realigning the degrees and certificates to better meet the needs of all stakeholders. There is also discussion of adding early morning classes to allow for third shift employees to further their education.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The majority of the program cost consists of salaries. There is one full-time faculty member and several part-time faculty. The additional operating expenditures, including expendable materials, range from $30,000-$36,000.
2.2 How do costs compare to other programs on campus?	The welding program costs are similar to other career and technical programs which utilize expendable instructional supplies, such as the automotive and manufacturing programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are primarily paid from the college's Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.
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.	If grant funding was lost, the program costs would be offset by the college's Educational Fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No modifications are necessary.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students are able to take advantage of flexible course scheduling. There are morning, afternoon, and evening sections. Sections are also offered in 8, 14, and 16 week formats. The facility is conducive to additional sections, if necessary. The full-time welding instructor/coordinator has over 25 years of industry welding experience. All of the part-time instructors currently work in the welding industry. We also offer sections at Streator High School on the east side of the district.
3.2 What are the identified or potential weaknesses of the program?	Many students meet their educational and vocational goals before completing a certificate or degree. The new program coordinator and dean will be investigating possible realignment of curriculum, certificates, and AAS degrees.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The courses are presented in the traditional format.
3.4 How does this program fit into a career pathway?	IVCC has articulation agreements with our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center. These allow welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits were also implemented with Streator Township High School and Putnam County High School. Prior to the dual credit agreements, IVCC was getting one or two "new" high school graduates in the welding program per year. Some students can be hired locally for entry level positions with the dual credit coursework; other positions require the completion of further courses at IVCC. Up to 43 credit hours of welding credit can be used for transfer to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We currently offer cross-listed sections, which gives us the flexibility to offer traditionally low enrollment sections. By allowing multiple low enrollment sections to take place in the same series, more students can be served. With multiple sections taking place at one time, we have added skilled industrial welders as lab instructors. This further reduces the student-to-teacher ratio.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	IVCC has articulation agreements through our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center, allowing welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits are also in place with Streator Township High School and Putnam County High School.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students complete welding projects for local industry and the community. Both Welding AAS degrees require a welding internship as a culminating course.
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).	Industrial accreditation is not required for the program, but the college voluntarily aligns outcomes to the AWS welding standards. IVCC is a certified AWS testing site, and students have the opportunity to sign up for courses that culminate with AWS testing for certification.

3.9 Are industry-recognized credentials offered? If so, please list.	Students have the opportunity to enroll in AWS sections of the following courses: WLT 1209, WLT 2200, WLT 1230, WLT 1202, WLT 2203, and WLT 2233. These courses lead to AWS certification. The following AWS Certifications can be earned: Vertical up arc, Stick plate overhead arc, Pipe stick 2G, Pipe stick 5G, Pipe stick 6G, Pipe Stick TIG root, MIG flat plate, and MIG horizontal plate.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
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?	The college has completed articulation agreements through our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center, allowing welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits were also implemented with Streator Township High School and Putnam County High School. The Welding Certificates and Degrees are transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.
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?	Administrators and program leaders are continually in conversations with local industry to be sure that our courses are aligned with industry needs. We also meet quarterly with the Chief Manufacturing Executive group, which is comprised of local manufacturing executives, to align our activities in our manufacturing programs, including welding.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Each Welding Section is capped at 21 students. If there is more than 8 students in a section, a lab instructor is assigned to the lab. The faculty-to-student ratio ranges from 1:8-1:11. The average is 1:10.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Conferences and/or technical trainings are available for faculty who would like to participate.
3.16 What is the status of the current technology and equipment used for this program?	The facility was remodeled and upgraded for the 2014 school year. A smart classroom with computers and virtual welders have been added since the last review. Welders and tooling are replaced on a five-year rotating schedule, and all equipment remains certified through AWS.
3.17 What assessment methods are used to ensure student success?	Welding competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments. Students are also given the opportunity to receive feedback virtually and physically.

3.18 How satisfied are students with their preparation for employment?	Students express appreciation for the hands-on preparation that they receive from the welding coursework. Many are hired before certificate or degree completion.
3.19 How is student satisfaction information collected?	Student satisfaction is collected by end-of-course surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The employers play a major role in the development of content for the welding program. The advisory committee meets annually, and the Chief Manufacturing Executives group meets quarterly. Both groups offer valuable information for the direction of the program.
3.21 How often does the program advisory committee meet?	The advisory committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the students who complete coursework. Generally, students are hired prior to completion of the certificate. Employers have expressed the desire for more program completers.
3.23 How is employer satisfaction information collected?	Local employers have expressed satisfaction through mailed surveys, participation in advisory committee meetings, and interaction with the program coordinator.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The college will be investigating certificate and degree requirements in order to address the attrition prior to credential completion. The welding program will be included in the large conversations regarding stackable credentials and pathways with multiple entry and exit points.

List any barriers encountered while implementing the program Please consider the following: retention, placement, support services, course sequencing, etc.

Attrition prior to certificate completion. These students frequently take a related job prior to finishing the Welding Certificate or degree.

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.

CTE PROGRAM	***WELDING***				
CIP CODE	***48.0508***				
	YEAR 1 - FY14	***YEAR 2 - FY15***	***YEAR 3 - FY16***	***YEAR 4 - FY17***	***YEAR 5 - FY18***
NUMBER OF STUDENTS ENROLLED					
AAS.WLD.CST	16	19	13	17	18
AAS.WLD.PRT	9	21	13	8	10
CERT.WLD.ADV.CST	25	25	25	14	9
CERT.WLD.BAS.CST	37	54	36	28	18
CERT.WLD.GAS.MET	13	41	17	13	6

CERT.WLD.GAS.TGS	12	13	10	10	5
CERT.WLD.OXY.ACE	4	4	4	4	1
CERT.WLD.PRO	17	36	26	25	17
NUMBER OF COMPLETERS					
AAS.WLD.CST	1	1	3	4	1
AAS.WLD.PRT	0	0	1	2	1
CERT.WLD.ADV.CST	3	1	1	2	2
CERT.WLD.BAS.CST	4	3	1	5	3
CERT.WLD.GAS.MET	2	15	5	4	2
CERT.WLD.GAS.TGS	3	6	4	4	0
CERT.WLD.OXY.ACE	3	1	1	2	1
CERT.WLD.PRO	0	0	3	4	2
How does the data support the program goals? Elaborate.	Students enroll in welding courses to gain a skillset to obtain a job in the manufacturing industry. Students often take a related job prior to finishing the certificate or degree. Many come back later to progress their skillset. The current certificates are not conducive to completion prior to employment. Efforts will be taken to remove barriers for certificate completion while allowing learners to stack credentials after obtaining employment.				
What disaggregated data was reviewed?	The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.				
Were there gaps in the data? Please explain.	Female students are underrepresented in welding, as are people of color. A majority of students over the last 5 years have been of traditional age between 16 and 25.				
What is the college doing to overcome any identifiable gaps?	Marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district. Since the last review, a Student group was formed, Women in Technology, that attempts to build community for women in traditionally male programs. Welding students have strong representation in the group.				
Are the students served in this program representative of the total student population? Please explain.	No, females and people of color are underrepresented. These populations in the program are similar to other career and technical programs that are traditionally male.				
Are the students served in this program representative of the district population? Please explain.	People of color are underrepresented in the welding program. Like other traditionally male programs, females are underrepresented.				

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The current demand for welders in local industry is high. The enrollment has been steady. Many students also leave before receiving a credential.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	An examination of the current certificate and degree requirements needs to take place. Efforts will be made to ensure that the program outcomes meet the needs of the local industry without placing an unnecessary burden on students. Program leaders would like to reduce credit requirements for the degree and create stackable certificates allowing for multiple entry and exit points.

Welding Production 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			**Credits**
	Fall	**Spring**	**Summer**
FALL SEMESTER			
ALH 1221 Industrial First Aid or HPE 1004 First Aid	1-2		
DFT 1200 Basic Drafting	3		
WHS 1200 Basic Forklift Operation	1		
WLD 1200 Stick, Plate, Flat Arc Welding	2		
WLD 1209 MIG(wire) Flat Plate Arc Welding or WLT 1209 AWS Testing: MIG (Wire) Flat Plate Arc Welding	2		
WLD 1210 GMAW (MIG) Mild Steel	2		
WLD 1211 GMAW (MIG) Stainless Steel	2		
WLD 2206 Gas Welding & Brazing, Flat & Horizontal	2		
SPRING SEMESTER			
ENG 1205 Writ Comm Skills for Bus Ind & Tech		3	
IMT 1220 Rigging Systems		3	
MET 1209 Welding Metallurgy		3	
MTH 1206 Technical Mathematics I		3	
WED 2200 Welding Blueprint Reading		3	
WLD 1212 GMAW (MIG) Non Ferrous Alloys		2	
SUMMER SEMESTER			
WLD 2200 MIG(Wire) Horizontal Plate Arc Welding or WLT 2200 AWS Testing: MIG (Wire) Horizontal Plate Arc Welding			2
Year Total:	15-16	17	2

Second Year			**Credits**
	Fall	**Spring**	**Summer**
FALL SEMESTER			
CSP 1210 Basic Computer Skills for The Workplace	1		
DFT 1203 Machine Blueprint Reading	3		
PSY 2200 Human Relations in The World of Work	3		
SDT 1203 Job Seeking Skills	1		
WLD 1213 GMAW Pipe, All Positions	2		
WLD 1220 GTAW (TIG) Mild Steel	2		
WLD 1221 GTAW (TIG) Stainless Steel	2		
WLD 2208 Cutting Torch & Plasma Arc Cutting	2		
SPRING SEMESTER			
Elective Humanities/Fine Arts		3	
MET 1200 Inspection, Measurement & Quality		3	
SPH 1204 Oral Communication Skills for Business, Industry & Technology or SPH 1001 Fundamentals of Speech		3	
WLD 2209 Fabrication		2	
WLD 1230 Dual Shield & Metal Core or WLT 1230 AWS Testing: Dual Shield & Metal Core		2	
WLD 2250 Welding Internship		3	
Year Total:	16	16	

Total Credit Hours:	66-67

For additional information please consult any counselor at (815) 224-0360, or paul_leadingham@ivcc.edu (815) 224-0319.
Note: Students must register for a Welding Information Session by calling 815-224-0439.

12/8/17

Welding 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.

First Year			**Credits**
	Fall	**Spring**	**Summer**
FALL SEMESTER			
ALH 1221 Industrial First Aid or HPE 1004 First Aid	1-2		
DFT 1200 Basic Drafting	3		
ENG 1205 Writ Comm Skills for Bus Ind & Tech	3		
WHS 1200 Basic Forklift Operation	1		
WLD 1200 Stick, Plate, Flat Arc Welding	2		
WLD 1201 Stick, Plate, Horizontal Arc Welding	2		
WLD 1202 Stick, Plate, Vertical-up Arc Welding or WLT 1202 AWS Testing Stick Plate Vertical-up Arc Welding	2		
WLD 1220 GTAW (TIG) Mild Steel	2		
WLD 2206 Gas Welding & Brazing, Flat & Horizontal	2		
SPRING SEMESTER			
IMT 1220 Rigging Systems		3	
MET 1209 Welding Metallurgy		3	
MTH 1206 Technical Mathematics I		3	
WED 2200 Welding Blueprint Reading		3	
WLD 1203 Stick, Plate, Vertical-down Arc Welding		2	
SUMMER SEMESTER			
WLD 1204 Stick, Plate, Overhead Arc Welding or WLT 1204 AWS Testing: Stick Plate Overhead Arc Welding			2
Year Total:	18-19	14	2

Second Year			**Credits**
	Fall	**Spring**	**Summer**
FALL SEMESTER			
CSP 1210 Basic Computer Skills for The Workplace	1		
DFT 1203 Machine Blueprint Reading	3		
PSY 2200 Human Relations in The World of Work	3		
SDT 1203 Job Seeking Skills	1		
WLD 2203 Pipe Stick 2G Position or WLT 2203 AWS Testing: Pipe Stick 2G Position	2		
WLD 1210 GMAW (MIG) Mild Steel	2		
WLD 2213 Pipe, Stick, 5G Position	2		
Humanities/Fine Arts Elective	3		
SPRING SEMESTER			
MET 1200 Inspection, Measurement & Quality		3	
SPH 1204 Oral Communication Skills for Business, Industry & Technology		3	
WLD 2209 Fabrication		2	
WLD 2223 Pipe, Stick, 6G Position or WLT 2223 AWS Testing: Pipe Stick 6G Position		2	
WLD 2233 Pipe-stick Tig-root All Positions or WLT 2233 AWS Testing: Pipe Stick TIG Root All Positions		2	
WLD 2250 Welding Internship		3	
Year Total:	17	15	

Total Credit Hours:	66-67

For additional information please consult any counselor at (815) 224-0360, or paul_leadingham@ivcc.edu (815) 224-0319. Note: All welding students must register through a Welding Information Session, call 815-224-0439 to sign up. **12/8/17**

Welding Advanced Construction 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.

1st Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1200 Stick, Plate, Flat Arc Welding	2		
WLD 1201 Stick, Plate, Horizontal Arc Welding		2	
Year Total:	2	2	
2nd Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1202 Stick, Plate, Vertical-up Arc Welding or WLT 1202 AWS Testing Stick Plate Vertical-up Arc Welding	2		
WLD 1203 Stick, Plate, Vertical-down Arc Welding	2		
WLD 2206 Gas Welding & Brazing, Flat & Horizontal		2	
Year Total:	4	2	
3rd Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1204 Stick, Plate, Overhead Arc Welding or WLT 1204 AWS Testing: Stick Plate Overhead Arc Welding	2		
WLD 1220 GTAW (TIG) Mild Steel	2		
WLD 2207 Oaw Vertical Up, Overhead & Steel Pipe		2	
WLD 2208 Cutting Torch & Plasma Arc Cutting		2	
Year Total:	4	4	
4th Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 2203 Pipe Stick 2G Position or WLT 2203 AWS Testing: Pipe Stick 2G Position	2		
WLD 2213 Pipe, Stick, 5G Position		2	
Year Total:	2	2	
5th Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 2223 Pipe, Stick, 6G Position or WLT 2223 AWS Testing: Pipe Stick 6G Position	2		
WLD 2233 Pipe-stick Tig-root All Positions or WLT 2233 AWS Testing: Pipe Stick TIG Root All Positions		2	
Year Total:	2	2	
Any Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
ANY FALL SEMESTER			
ALH 1221 Industrial First Aid or HPE 1004 First Aid			1-2
DFT 1200 Basic Drafting			3
MTH 1206 Technical Mathematics I			3
WHS 1200 Basic Forklift Operation			1
ANY SPRING SEMESTER			
MET 1209 Welding Metallurgy			3
WED 2200 Welding Blueprint Reading			3
WLD 2209 Fabrication[Requires completion of 2 welding courses prior to registering]			2
Year Total:			16-17
Total Credit Hours:			**42-43**

For additional information please consult any counselor at (815) 224-0360 or paul_leadingham@ivcc.edu, (815) 224-0319.

Note: Students must register through a Welding Information Session, call 815-224-0439 to sign up.

Students learn how to shield metal arc or stick weld (SMAW) in a variety of positions on steel plates and pipe. Advanced Certificate adds in OAW (Oxyacetylene Welding), the use of the cutting torch, and plasma arc cutting.

12/8/17

United States Department of Education's Gainful Employment Disclosure (https://www.ivcc.edu/ge/Welding%20Advanced%20Construction/48.0508-Gedt.html)

Welding Basic Construction 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.

1st Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1200 Stick, Plate, Flat Arc Welding	2		
WLD 1201 Stick, Plate, Horizontal Arc Welding		2	
Year Total:	2	2	

2nd Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1202 Stick, Plate, Vertical-up Arc Welding or WLT 1202 AWS Testing Stick Plate Vertical-up Arc Welding	2		
WLD 1203 Stick, Plate, Vertical-down Arc Welding	2		
WLD 1204 Stick, Plate, Overhead Arc Welding or WLT 1204 AWS Testing: Stick Plate Overhead Arc Welding		2	
Year Total:	4	2	

3rd Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 2203 Pipe Stick 2G Position or WLT 2203 AWS Testing: Pipe Stick 2G Position	2		
Year Total:	2		

Any Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
ANY FALL SEMESTER			
ALH 1221 Industrial First Aid or HPE 1004 First Aid			1-2
DFT 1200 Basic Drafting			3
MTH 1206 Technical Mathematics I			3
WHS 1200 Basic Forklift Operation			1
ANY SPRING SEMESTER			
MET 1209 Welding Metallurgy			3
WED 2200 Welding Blueprint Reading			3
WLD 2209 Fabrication Requires completion of 2 welding courses prior to registering			2
Year Total:			16-17
Total Credit Hours:			28-29

For additional information please consult any counselor at (815) 224-0360 or paul_leadingham@ivcc.edu, (815) 224-0319.

Note: All welding students must register through a Welding Information Session, call (815)224-0439 to sign up for a session.

Students learn how to shield metal arc or stick weld (SMAW) in a variety of positions on steel plates and pipe. Advanced Certificate adds in OAW (Oxyacetylene Welding), the use of the cutting torch, and plasma arc cutting.

12/8/17

United States Department of Education's Gainful Employment Disclosure

Welding GMAW 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.

1st Semester	**Credits**	
	First 8 Weeks	**Last 8 Weeks**
WLD 1210 GMAW (MIG) Mild Steel	2	
WLD 1211 GMAW (MIG) Stainless Steel		2
Year Total:	2	2

2nd Semester	**Credits**	
	First 8 Weeks	**Last 8 Weeks**
WLD 1212 GMAW (MIG) Non Ferrous Alloys	2	
WLD 1213 GMAW Pipe, All Positions		2
Year Total:	2	2

Total Credit Hours: 8

For additional information please consult any counselor at (815) 224-0360 or paul_leadingham@ivcc.edu, (815) 224-0319.

Note: All welding students must register through a Welding Information Session, contact (815)224-0439 to sign up for a session.

Industry/Occupation:

Model maker for a big business like CAT or FORD, auto body repair, sheet metal worker. (MIG)

12/8/17

Welding GTAW 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.

1st Semester	**Credits**	
	First 8 Weeks	**Last 8 Weeks**
WLD 1200 Stick, Plate, Flat Arc Welding	2	
WLD 2206 Gas Welding & Brazing, Flat & Horizontal	2	
WLD 1220 GTAW (TIG) Mild Steel		2
Year Total:	4	2

2nd Semester	**Credits**	
	First 8 Weeks	**Last 8 Weeks**
WLD 1221 GTAW (TIG) Stainless Steel	2	
WLD 1222 GTAW (TIG) Non Ferrous Alloys	2	
Year Total:	4	

Total Credit Hours:	10

For additional information please consult any counselor at (815) 224-0360 or paul_leadingham@ivcc.edu, (815) 224-0319.

Note: All welding students must register through a Welding Information Session, call (815) 224-0439.to sign up.

Industry/Occupation:

Boilermaker - tubes inside of boilers, pipefitter - welding pipes. Oil refineries and nuclear plants - maintenance and new construction. Steam generating facilities like GE Plastics. (TIG)

12/8/17

Welding OAW 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.

1st Semester	**Credits**	
	First 8 Weeks	**Last 8 Weeks**
WLD 2206 Gas Welding & Brazing, Flat & Horizontal	2	
WLD 2208 Cutting Torch & Plasma Arc Cutting	2	
WLD 2207 Oaw Vertical Up, Overhead & Steel Pipe		2
Year Total:	4	2
Total Credit Hours:		6

For additional information please consult any counselor at (815) 224-0360 or paul_leadingham@ivcc.edu, (815) 224-0319.

Note: All welding students must register through a Welding Information Session, call 815-224-0439 to sign up.

Industry/Occupation:

Boilermaker, pipefitter, ironworker, industrial machine mechanics - cut pieces to length and prep before welding, sheeet metal worker and other welders for brazing and soldering.

12/8/17

Welding Production 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.

1st Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1210 GMAW (MIG) Mild Steel or WLD 2200 MIG(Wire) Horizontal Plate Arc Welding	2		
WLD 1211 GMAW (MIG) Stainless Steel or WLD 2201 MIG(Wire) Vertical Plate Arc Welding		2	
Year Total:	2	2	

2nd Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1212 GMAW (MIG) Non Ferrous Alloys	2		
WLD 2206 Gas Welding & Brazing, Flat & Horizontal	2		
WLD 1220 GTAW (TIG) Mild Steel		2	
WLD 1213 GMAW Pipe, All Positions		2	
Year Total:	4	4	

3rd Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
WLD 1230 Dual Shield & Metal Core or WLT 1230 AWS Testing: Dual Shield & Metal Core	2		
Year Total:	2		

Any Semester			**Credits**
	First 8 Weeks	**Last 8 Weeks**	
ANY FALL SEMESTER			
ALH 1221 Industrial First Aid or HPE 1004 First Aid			1-2
DFT 1200 Basic Drafting			3
MTH 1206 Technical Mathematics I			3
WHS 1200 Basic Forklift Operation			1
ANY SPRING SEMESTER			
MET 1209 Welding Metallurgy			3
WED 2200 Welding Blueprint Reading			3
WLD 2209 Fabrication			2
Year Total:			16-17

Total Credit Hours:	30-31

For additional information please consult any counselor at (815) 224-0360 or paul_leadingham@ivcc.edu (), (815) 224-0319.
Note: All welding students must register through a Welding Information Session, call (815) 224-0439 to sign up for a session. Students learn how to GMAW (MIG) weld in all positions on different materials such as mild steel, stainless steel, and aluminum plus basic OAW and GTAW (TIG) with mild steel.

Industry/Occupation:
Sheet metal workers (MIG) for restaurants, hospitals, schools. Large manufacturers such as CAT and JOHN Deere who mass produce parts where robots cannot be used and as a hand welder who fixes the beginning and end of robot welds. Large companies as a model or template maker. **12/8/17**

United States Department of Education's Gainful Employment Disclosure