

**Fiscal Year 2021**

# **COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

Submitted to the  
**Illinois Community College Board**



**Illinois Valley Community College**

District 513  
815 N. Orlando Smith Rd.  
Oglesby, Illinois 61348  
Contact: Deborah Anderson, Ph.D.  
Vice President for Academic Affairs  
Telephone: (815) 224-0406  
Fax: (815) 224-3033  
Email: [Deborah\\_Anderson@ivcc.edu](mailto:Deborah_Anderson@ivcc.edu)

**Program Review Cover Page**

College	Illinois Valley Community College
District Number	513
Contact Person (name, title, contact information)	Dr. Deborah L. Anderson, Ph.D. Vice President for Academic Affairs 815 N Orlando Smith Rd Oglesby, IL 61348 815-224-0405 deborah_anderson@ivcc.edu
Fiscal Year Reviewed:	2020

**Directory of Reviews Submitted**

<b>Area Being Reviewed</b>	<b>Page Number</b>
<b>Academic Disciplines</b>	
Social & Behavioral Sciences	2
<b>Student and Academic Support Services</b>	
Athletics	16
Business Services: Cashier	18
Student Activities	20
<b>Cross-Disciplinary Instruction</b>	
Vocational Skills: Real Estate (REA)	22
<b>Career and Technical Education</b>	
Engineering Technologies (EGT)	25
Manufacturing (MFG)	36
Process Operations Technology (PRO)	46
Early Childhood Education (ECE)	55
Industrial Maintenance (IMT)	71
Automotive Technology (ATO)	81
Medical Assistant (CMA)	94
Truck Driver Training (TDT)	106

<b>Academic Disciplines</b>	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY2016-2020
Discipline Area:	Social and Behavioral Sciences (Anthropology, Political Science, Psychology, Sociology, History)
<b>Review Summary</b>	
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.	
<b>Program Objectives</b> What are the objectives/goals of the discipline?	Social Science and Behavioral Science courses introduce students to curricula specifically designed to understand human actions, their history and patterns, and the consequences of those actions. These disciplines often rely on data and research, and help students appreciate various perspectives contributed by diverse communities.
To what extent are these objectives being achieved?	Through rigorous academic coursework, faculty challenge students to think strategically and expand their perspectives by providing a foundation for passionate engagement based on collaboration, respect for self and others, personal integrity, and a strong sense of community. This is measured through participation in our general education assessment of Institutional Learning Outcomes.
How does this discipline contribute to other fields and the mission of the college?	Social and Behavioral Sciences provide general education and related elective subjects in fulfillment of degree and transfer requirements.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	There have been some course modifications in content and offerings. For example, Cultural Anthropology, International Relations, and Human Sexuality are now offered every other semester. Human Sexuality has been substantially revised and reorganized as a course when the instructor benefited from a reduction in teaching load to do this. Additionally, IVCC has shored up its global studies offerings and realigned courses that offer at least 75 percent of the content as designated Non-Western. Courses that were revised for Non-Western approval include Introduction to Anthropology, Cultural Anthropology, and International Relations. In general, dual credit offerings have expanded, course offerings have been trimmed to match enrollment declines, and faculty have strengthened their online teaching skills.

<b>Review Analysis</b>	
<p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<b>Indicator 1: Need</b>	<b>Response</b>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Faculty regularly review and evaluate their course materials and textbooks. The dean may begin or otherwise help with this process. Courses with significant changes are brought to IVCC's Curriculum Committee for review and approval.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Our faculty and dean participate in general college recruiting events, such as Explore IVCC, Career Expo Day, College Info Sessions, and New Student Orientations.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>There have not been any transfer degree/major options added or deleted to the college's offerings.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Approximately 22 courses are offered in the Behavioral and Social Sciences. Introduction to Sociology sees the largest enrollment, though Introduction to Psychology is our most popular Dual Credit course.</p>
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>Salary and operating expenses are the major costs associated with this discipline, which is similar to other baccalaureate/transfer disciplines. At the height of need during this review period, there were 8 full-time faculty and 10 part-time faculty who taught in these areas.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Course offerings can be regulated to better match enrollments.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Credentialed part-time faculty who can teach in these disciplines are always needed.</p>
<b>Indicator 3: Quality</b>	<b>Response</b>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>Almost all courses are offered both online and face-to-face.</p>

<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?</p>	<p>Institutional Research provides success rate by delivery method for each course.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Full-time faculty complete a cyclical four-year post-tenure review process, which includes observations from the dean and the administration of the Student Course Feedback Survey. Adjunct faculty are subject to dean observation and the Student Course Feedback Form annually. Adjunct faculty in dual credit classes submit their syllabi for review. Some adjunct faculty in dual credit classes are observed by the dean.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>IVCC offers four opportunities annually for full-time faculty to participate in professional development days: fall and spring in-services, and a faculty development day each semester. On their own, faculty seek out professional development opportunities and several are enrolled in advanced degree programs. Full-time faculty have access to professional development funds to pay for graduate coursework, travel, or instructional materials. IVCC's Center for Excellence in Teaching, Learning, and Assessment (CETLA) offers workshops and webinars throughout the year to help full- and part-time faculty with their teaching needs.</p> <p>Part-time faculty participate in in-services focused towards them and are invited to the full-time faculty events.</p> <p>Dual credit faculty participate in an annual workshop.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>None</p>
<p>3.6 How does the discipline identify and support "at-risk" students?</p>	<p>Each instructor can refer students to the Tutoring and Writing Center or the Office for Accessibility and Neurodiversity for additional support. Students also may be advised to see the instructor during office hours. All instructors have the ability to identify at-risk students using the Retention Alert Form.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Social and Behavioral Sciences are well integrated with other instructional programs and services because these represent popular gateway courses for IVCC's AA and AS degree seekers. Some faculty are credentialed in more than one area and teach in multiple disciplines within the Social and Behavioral Sciences.</p>

<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>The department reviews IVCC's recommended best teaching practices, which were drafted by the Teaching and Learning Committee and include best instructional methods and delivery of content. The strength and skills of the instructor are examined when determining the best mode of content delivery. The college recently modified its Institutional Learning Outcomes. When full integration happens, this will present an opportunity to reflect more generally on what is being taught in any given course and what and how we use assessments.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>The dean looks for trends over time. These measures include using student course evaluation surveys to begin conversations about classroom policies or perceptions, scrutinizing the syllabus in order to give feedback on assignments or reading material, and speaking candidly with faculty about ways to reverse worrisome trends.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Student success is determined by an earned grade of C or better.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>No</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<p>IVCC does not have enough credentialed or qualified part-time faculty to meet the needs of regular college students nor the dual credit population. The department has to be creative and rotate offerings. Declining enrollments threaten full-time faculty's ability to make load. Dual credit growth and expansion has required some full-time faculty to travel to high schools throughout the district.</p>	

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Anthropology				
<b>Course Title</b>	ANT-1000: Introduction to Anthropology ANT-1002: Cultural Anthropology				
<b>Course Description</b>	<p>ANT-1000: This course is designed as a general anthropology course. The intent is to provide the student with a systematic and comprehensive coverage of basic concepts, principles and terminology; in both physical and cultural anthropology. Multicultural issues are examined. Considers human origins and human evolution and the evolution of non-human primates. Also briefly surveys the major subfields of anthropology: cultural, physical, archaeology, and linguistics.</p> <p>ANT-1002: This course explores culture as an adaptive mechanism that assists the human species in its survival. An understanding of the physical environment and its reciprocal relationship to culture will be explored. Further, this class will examine how different cultural traits such as religion, beliefs, social organization, economics, technology, and the use of language, developed and spread. Various regions of the world and various peoples will be studied, including past and present day societies.</p>				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
ANT-1000	92	79	95	102	123
ANT-1002	91	87	68	32	31
<b>Credit Hours Produced</b>					
ANT-1000 (3 credits)	276	237	285	306	369
ANT-1002 (3 credits)	273	261	204	96	93
<b>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</b>					
ANT-1000	93.10%	85.33%	86.90%	71.25%	85.29%
ANT-1002	94.32%	88.24%	87.50%	86.67%	89.29%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ANT-1000: S1 900N	ANT-1002: S1 901N			
How does the data support the course goals? Elaborate.	The data reveals that students complete courses successfully. Persistence, retention, and success rates are among the metrics this division makes central as it weighs its priorities each year.				
What disaggregated data was reviewed?	Disaggregated data includes the following common breakdowns: gender, race, county, geographic area, employment status, age,				

	ethnicity, credit hour (part- or full-time), and degree/certificate completed.
Were there identifiable gaps in the data? Please explain.	It is hard to measure trends across semesters when a course is not consistently offered.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	ANT 1002 will be offered as a spring only class to maximize enrollments. As IVCC returns to pre-pandemic learning options, the department will continue to offer online and face-to-face sections of ANT 1000 but will pay closer attention to determine if one mode is favored by students more than others.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Increases in ANT1000 can be attributed to dual credit offerings the past three years. Decreases in Ant1002 reflect the enrollment decline experienced overall.
<b>Resources Needed</b>	None at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The one full-time anthropology instructor, who also teaches History, and the dean are responsible for completing or implementing modifications to the anthropology department of the Humanities, Fine Arts, and Social Sciences division.
<b>Performance and Equity</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
<b>Academic Discipline Area</b>	Political Science
<b>Course Title</b>	PSI-1000: American National Government PSI-1002: State and Local Government PSI-1003: Introduction to Global Studies PSI-2000: International Relations
<b>Course Description</b>	PSI-1000: This course will introduce students to the Constitution and the formal governmental institutions of the United States of America. Students will also learn about political parties, both modern and historical, lobbying and interest groups, civil liberties, and civil rights. This course will allow students to critically analyze our system of government and to thoughtfully address some of the major dilemmas that face American politics today.  PSI-1002: This course introduces the student to the study of state and local governments within the federal system. Students will study the U.S. and Illinois Constitutions, the powers of state and local governments, state executives, legislators, courts, police and corrections. Students will also study local governments, policy making, budgets, and social programs.

	<p>PSI-1003: This course introduces the student to the concepts of globalizations through the comparative study of global issues. Topics to be discussed in the course include: The changing nature of the international system, globalization, human rights, poverty, global health, the environment, and global conflict and terrorism. The course is required for students completing the Emphasis in Global Studies.</p> <p>PSI-2000: This course explores the relationships that nations have with each other in the international community. It introduces the student to theories of International Relations, Globalization, Power and Diplomacy, Intergovernmental and Nongovernmental Organizations and Political Economy. An emphasis is placed on current international events.</p>				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
PSI-1000	195	149	74	74	69
PSI-1002	Not offered	Not offered	0	Not offered	Not offered
PSI-1003	Not offered	1	Not offered	Not offered	Not offered
PSI-2000	22	29	24	33	21
<b>Credit Hours Produced</b>					
PSI-1000 (3 credits)	585	447	222	222	207
PSI-1002 (3 credits)	Not offered	Not offered	0	Not offered	Not offered
PSI-1003 (3 credits)	Not offered	3	Not offered	Not offered	Not offered
PSI-2000 (3 credits)	66	87	72	99	63
<b>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</b>					
PSI-1000	92.53%	86.36%	75.00%	77.61%	95.08%
PSI-1002	Not offered	Not offered	Not offered	Not offered	Not offered
PSI-1003	Not offered	100.0%	Not offered	Not offered	Not offered
PSI-2000	85.00%	96.15%	90.48%	89.29%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PSI-1000: S5 900	PSI-1002: S5 902	PSI-2000: S5 904		
How does the data support the course goals? Elaborate.	The data reveals that students complete courses successfully. Persistence, retention, and success rates are among the metrics this division makes central as it weighs its priorities each year.				

What disaggregated data was reviewed?	Disaggregated data includes the following common breakdowns: gender, race, county, geographic area, employment status, age, ethnicity, credit hour (part- or full-time), and degree/certificate completed.
Were there identifiable gaps in the data? Please explain.	It is hard to measure trends across semesters when a course is not consistently offered.
<b>Academic Course Review Results</b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Moving forward, PSI 2000 will be offered as a spring only class to maximize enrollments. PSI 1000 will be offered face-to-face in the fall and online in the spring. These changes to course offerings are due to declining enrollments.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Fewer sections were offered during the review period due to lower enrollments across the college. Similar declines are reflected in courses that were offered. Moving forward, PSI 2000 will be offered as a spring only class to maximize enrollments. PSI 1000 will be offered face-to-face in the fall and online in the spring.
<b>Resources Needed</b>	None at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The one full-time Political Science faculty member, who also teaches History, and the dean are responsible for completing or implementing modifications to the political science department.

<b>Performance and Equity</b>	
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
<b>Academic Discipline Area</b>	Psychology
<b>Course Title</b>	PSY-1000: General Psychology PSY-2000: Personality PSY-2001: Child Growth and Development PSY-2004: Social Psychology PSY-2005: Human Sexuality PSY-2006: Abnormal Psychology PSY-2200: Human Relations in the World of Work
<b>Course Description</b>	<p>PSY-1000: This is an introductory course dealing with analysis and description of human behavior with special reference to research methods, psychological influences on the brain and behavior, learning memory, perception, motivation, emotions, personality and adjustment. Emphasis is placed on psychological principles as they relate to daily life.</p> <p>PSY-2000: This course is designed to provide an introduction to the major personality theories in psychology. Included are the psychoanalytic/psychodynamic/ humanistic/behavioral/cognitive behavioral and trait approaches. Considerable emphasis will be placed upon the integration of theory and research through the review and practical application of personality assessment techniques and research methodology.</p> <p>PSY-2001: This course reviews the study of human development from conception through adolescence. It includes research methods, developmental theories, addresses the major areas of development (physical, social, emotional and cognitive) and the interaction among these areas. The relationship between theory, research and practical application is emphasized along with diversity. Considerable emphasis will be placed upon the integration of theory and research through the review and practical application of personality, behavior, biological and environmental factors, assessment techniques and research methodology.</p> <p>PSY-2004: This course involves the scientific study of human behavior as influenced by other individuals. Emphasis is placed on research and theory regarding such social factors as communication, motivation, differential social and cultural factors in personality, social interaction, prejudice, gender issues, attraction, conformity, group processes.</p> <p>PSY-2005: An introductory course dealing with basic biological, psychological, and cultural aspects of human sexuality as they relate to daily life. Emphasis will be placed on psychological dimensions of</p>

	<p>sexuality to promote an increased personal understanding of sexual behavior.</p> <p>PSY-2006: Abnormal Psychology is designed to acquaint the student with the study of symptoms, causes, and treatments of various psychological disorders. A variety of other classifications from DSM-5 will be covered.</p> <p>PSY-2200: This course is designed specifically for students in one or two-year occupational programs; this course focuses on applied psychology related to the world of work. Attention is given to motivation, job-related problems, interpersonal relations on the job and adjustment to typical stress situations. Attention is also given to the job selection and interview process. Instruction is directed toward the practical application of behavioral principles, and the recognition and incorporation of individual or cultural differences in the global workplace.</p>				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
PSY-1000	793	892	762	810	716
PSY-2000	14	22	26	16	17
PSY-2001	158	142	144	147	137
PSY-2004	37	23	25	30	45
PSY-2005	56	31	38	30	9
PSY-2006	48	56	54	72	79
PSY-2200	4	8	6	7	0
<b>Credit Hours Produced</b>					
PSY-1000 (3 credits)	2,379	2,676	2,286	2,430	2,148
PSY-2000 (3 credits)	42	66	78	48	51
PSY-2001 (3 credits)	474	426	432	441	411
PSY-2004 (3 credits)	111	69	75	90	135
PSY-2005 (3 credits)	168	93	114	90	27
PSY-2006 (3 credits)	144	168	162	216	237
PSY-2200 (3 credits)	12	24	18	21	0
<b>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</b>					
PSY-1000	86.74%	87.67%	85.90%	84.81%	83.84%
PSY-2000	100.0%	95.45%	92.00%	93.75%	94.12%
PSY-2001	86.81%	91.24%	88.24%	89.71%	89.43%
PSY-2004	90.63%	95.45%	100.0%	89.66%	87.80%
PSY-2005	96.43%	96.67%	100.0%	100.0%	100.0%
PSY-2006	93.02%	84.62%	90.00%	85.07%	97.01%
PSY-2200	100.0%	100.0%	100.0%	85.71%	

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PSY-1000: S6 900	PSY-2001: S6 903; ECE 912	PSY-2004: S8 900	PSY-2006: PSY 905	
How does the data support the course goals? Elaborate.	The data reveals that students complete courses successfully. Persistence, retention, and success rates are among the metrics this division makes central as it weighs its priorities each year.				
What disaggregated data was reviewed?	Disaggregated data includes the following common breakdowns: gender, race, county, geographic area, employment status, age, ethnicity, credit hour (part- or full-time), and degree/certificate completed.				
Were there identifiable gaps in the data? Please explain.	It is hard to measure trends across semesters when a course is not consistently offered.				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Courses have already been placed on a rotation that varies the delivery mode as well as semester offered. For example, the college used to have enough enrollments to support three sections of PSY 2001: blended, online, and face-to-face in any given semester. Due to declining enrollments, the delivery options to will be reduced to two sections. PSY-2200: Human Relations in the World of Work is no longer offered.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Despite enrollment declines across the college, PSY enrollments have remained relatively steady. Changes to course delivery methods and offering rotations are being implemented to adjust for declining enrollments.				
<b>Resources Needed</b>	None at this time.				
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The four full-time psychology faculty members and the dean are responsible for completing or implementing the modifications to the psychology department.				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	Sociology				
<b>Course Title</b>	SOC-1000: Introduction to Sociology SOC-1002: Marriage and Family SOC-2001: Social Problems				
<b>Course Description</b>	<p>SOC-1000: An introduction to basic sociological principles, concepts, and methods. Efforts will be made to develop an understanding of the social world, social organization and collective behavior.</p> <p>SOC-1002: This course is a survey of the contemporary American Family. A historical comparison (i.e. colonial family, the Victorian era family among others) and a cross-cultural comparison of the institution of marriage and the family unit will be undertaken. The cross-cultural comparison includes a discussion of contemporary ethnic families as well as historical ethnic families such as the slave family and ethnic immigrant families and a module that compares US marriage and family customs/traits to that of other countries in the world. Additionally, this class discusses dating and mate selection, contemporary marriage and family issues such as gay marriage and adoption, child rearing, work and family, gender roles and gender socialization, and communication within the family unit.</p> <p>SOC-2001: An investigation of contemporary and historical social problems within the United States and globally. Students will explore the ways different perspectives lead to different approaches in defining and addressing social problems. Societal problems ranging from prejudice to environmental degradation will be critically evaluated.</p>				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
SOC-1000	462	536	558	547	480
SOC-1002	47	38	50	53	44
SOC-2001	17	33	50	53	50
<b>Credit Hours Produced</b>					
SOC-1000 (3 credits)	1,386	1,608	1,674	1,641	1,440
SOC-1002 (3 credits)	141	114	150	159	132
SOC-2001 (3 credits)	51	99	150	159	150
<b>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</b>					
SOC-1000	88.96%	77.51%	85.20%	86.15%	87.84%
SOC-1002	91.11%	100.0%	95.92%	96.15%	100.0%
SOC-2001	88.24%	100.0%	89.80%	90.00%	86.67%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SOC-1000: S7 900	SOC-1002: S7 902	SOC-2001 S7 901		
How does the data support the course goals? Elaborate.	The data reveals that students complete courses successfully. Persistence, retention, and success rates are among the metrics this division makes central as it weighs its priorities each year.				
What disaggregated data was reviewed?	Disaggregated data includes the following common breakdowns: gender, race, county, geographic area, employment status, age, ethnicity, credit hour (part- or full-time), and degree/certificate completed.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This is an area where courses run at or close to capacity. We continue to open up new sections as we monitor growth in enrollment.				
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Despite enrollment declines across the college, SOC enrollments remain relatively steady. Courses run at capacity with additional demand. The college will continue to monitor growth in this area.				
<b>Resources Needed</b>	More faculty who are credentialed and qualified to teach sociology courses for IVCC's dual credit program.				
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The one full-time sociology faculty and one psychology instructor, who is also credentialed to teach sociology, and the dean are responsible for completing or implementing modifications for the sociology department.				

<b>Performance and Equity</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
<b>Academic Discipline Area</b>	History				
<b>Course Title</b>	HIS-2000: United States History to 1865 HIS-2001: United States History from 1865				
<b>Course Description</b>	HIS-2000: An introductory course that examines the political, social, cultural and economic developments of United States history from the pre-Columbian era through the Civil War.  HIS-2001: An introductory course that examines the political, social, cultural and economic developments of United States history since the end of the Civil War.				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
HIS-2000	141	131	132	61	42
HIS-2001	101	103	107	59	64
<b>Credit Hours Produced</b>					
HIS-2000 (3 credits)	423	393	396	183	126
HIS-2001 (3 credits)	303	309	321	168	192
<b>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</b>					
HIS-2000	75.22%	90.43%	90.35%	88.89%	89.74%
HIS-2001	86.73%	87.88%	87.23%	84.62%	93.33%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	HIS-2000: S2 900	HIS-2001 S2 901			
How does the data support the course goals? Elaborate.	The data reveals that students complete courses successfully. Persistence, retention, and success rates are among the metrics this division makes central as it weighs its priorities each year.				
What disaggregated data was reviewed?	Disaggregated data includes the following common breakdowns: gender, race, county, geographic area, employment status, age, ethnicity, credit hour (part- or full-time), and degree/certificate completed.				
Were there identifiable gaps in the data? Please explain.	No				
<b>Academic Course Review Results</b>					
<b>Intended Action Steps</b> Please detail action steps to be completed in the future	Due to shrinking demand for history courses, only one section of each course is offered each semester. This will likely continue.				

based on this review with a timeline and/or anticipated dates.	
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Demand for HIS courses has declined dramatically during this review period. The college will offer fewer sections in this discipline to meet the remaining demand.
<b>Resources Needed</b>	None at this time.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The two faculty who are credentialed to teach HIS 2000 and HIS 2001, although this is not their primary discipline, and the Dean are responsible for completing or implementing modifications for the history department.

<b>Student and Academic Support Services</b> 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.	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY 2016 – AY2020
Review Area:	Athletics
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	Illinois Valley Community College provides a plethora of extracurricular athletic opportunities for students. Currently, the following intercollegiate sports are offered:  Baseball, Golf, Volleyball, Softball, Men’s & Women’s Basketball, Men’s & Women’s Soccer, and Men’s & Women’s Tennis.
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	In August 2016, Men’s and Women’s Soccer were added as intercollegiate athletic sports.  Additionally, each student athlete is required to provide personal insurance coverage prior to participating in an intercollegiate sport at IVCC. Each student athlete also signs a student athlete contract that covers academic and social requirements of participating as a member of the IVCC Eagles athletic team(s).  Finally, the college has formally contracted with a local healthcare provider to coordinate and manage all athletic training services for our entire athletic program. This service also involved cooperatively creating a “return to play” document for 2020-2021 season.
What are the program/service strengths?	Academic performance of our student athletes is a 3.0 grade point average or higher each semester.  Additionally, all of our athletic teams perform a number of community service projects and fundraisers. Their sense of volunteerism is a model for all.
Based on the review, what are the identified challenges of the program or service?	Overall budget concerns required that all functional areas of operating the college reduce expenses. The athletics department was not immune from that. From time to time, hiring coaching staff and providing unilateral tuition waivers for student athletes have been challenges.  As we begin to emerge from this period of lean operation, we do foresee growth opportunities in the future that would address said challenges.

<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The college will be recommending that all sports move to Division II status, which would allow for opportunities for tuition waivers for all student athletes.</p> <p>Additionally, the college is also investigating adding two additional sports and performing a review of the athletic department salary schedule.</p>
---	---

<b>Student and Academic Support Services</b>	
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.	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY 2016 – AY2020
Review Area:	Business Services – Cashier/Bursar’s Office
<p><b>Program Summary</b>            Please provide a brief overview of the program or service being evaluated.</p>	<p>The Cashier/Bursar’s office is responsible for maintaining the college’s accounts receivables functions related to students; sponsors; corporate, community &amp; government agencies; and a myriad of other miscellaneous sources of income received by the college.</p> <p>One of the main functions is to oversee student accounts. The Cashier office works very closely with many other areas within the college, including the Admissions, Registration and Financial Aid offices, to ensure the accuracy of student accounts. The office reconciles charges, credits, adjustments, and waivers; determines eligibility for funding from financial aid or other sources; applies payments; processes refunds; performs third party billings; processes drops for non-payment; and processes 1098-T forms for students.</p> <p>The office monitors delinquent accounts and coordinates collection efforts internally, as well as with an outside agency.</p> <p>The office also maintains the Colleague AR/CR student module, and coordinates with the college’s outside payment plan and credit card processing providers.</p> <p>Finally, the office maintains the department web pages, informational flyers, and other related materials for distribution to students.</p>
<p><b>Prior Review Update</b>            Describe any improvements or modifications made since the last review.</p>	<p>IVCC is not aware of a previous review being submitted for the Cashier/Bursar office.</p>

<p>What are the program/service strengths?</p>	<p>The office emphasizes providing excellent customer service to the students.</p> <p>The staff are knowledgeable of the various programs and services available throughout the college and how other departments directly and indirectly affect student receivables.</p> <p>The Cashier Office is also continuously working to improve communication with and functionality for students.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The Cashier office recently had a 20-year, full-time employee transition to another department within the college. The negative impact of losing a full-time position was immediately felt by an area with staff that are already spread thin.</p>
<p><b>Intended Action Steps</b>        Please identify strategies or actions steps based on the challenges listed.</p>	<p>The office has recently hired a new full-time employee who has hit the ground running and become an asset to the office already. IVCC is in the process of hiring another part-time cashier to help cover peak periods and continue to ensure service to our students is a priority.</p> <p>IVCC is currently working on introducing Colleague's Self Service features for students, which will have a significant, positive impact on our student's ability to interact with the office in the future.</p> <p>The Cashier office is planning to move forward with Local Debt Recovery through the State of Illinois to help recover some funds owed from delinquent student accounts.</p>

<b>Student and Academic Support Services</b> 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.	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY 2016 – AY2020
Review Area:	Student Activities
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	<p>Illinois Valley Community College provides a wide variety of extracurricular opportunities for students.</p> <p>Currently, there are over 40 student organizations in six categories: Academic, Arts and Literature, Honors, Leadership/Outreach, Multicultural, and Sports and Recreation.</p> <p>Each organization has at least one faculty/staff advisor.</p>
<b>Prior Review Update</b> Describe any improvements or modifications made since the last review.	<p>During the 2020 Spring semester, the Student Government Association Elections were moved to an electronic format.</p> <p>The members of the current Student Government Association are reviewing and updating the SGA Constitution and Budget Process.</p> <p>The Coordinator of Student Activities stipend was moved from the Student Activity fees to the Education Fund. This allowed more student activity money to be allocated to the student organizations.</p>
What are the program/service strengths?	<p>The sheer number of active student organizations demonstrates the student body's interest in Student Activities.</p> <p>In order to create a new organization, a student must petition the Student Government Association, collect the signatures of at least 10 current students that would like to be involved in the organization, and identify a faculty/staff advisor to oversee the organization.</p> <p>This process also emphasizes the faculty and staffs' willingness to serve as an advisor for one or more student organizations.</p> <p>Although some organizations have been eliminated over time due to inactivity or lack of interest, other groups have been created. The overall number of active groups has been in excess of 40 for many years now.</p>

<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Budget concerns are the primary concern. Student Activities is funded by a student activity fee, which is currently \$2.49 per credit hour. Over the past 27 years, this fee has only increased twice, from \$2.00 to \$2.25, and then from \$2.25 to \$2.49.</p> <p>However, in that same period the number of student organizations has more than doubled.</p> <p>Additionally, any fluctuation in enrollment has an immediate impact on these funds.</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The Student Government Association is thoroughly reviewing the budget process, and will make recommendations to ensure that the student organizations can fully funded.</p>

**Illinois Valley Community College  
AY2016-AY2020 ICCB Program Review**

<b>Vocational Skills</b>	
College Name:	Illinois Valley Community College
Fiscal Year in Review:	AY2016 – AY2020
Vocational Course:	Real Estate Broker Pre-License I
<b>Review Summary</b>	
<b>Program Objectives</b> What are the objectives or goals of the program?	This course provides students with instruction in real estate fundamentals. The course fulfills the education requirements for obtaining a Real Estate Broker license in Illinois.
To what extent are these objectives or goals being achieved?	Programs analysis reveals that the objectives are being accomplished with 95 percent of the students passing the course over the past five years.
How does this program contribute to other fields and the mission of the college?	The program contributes to the mission of college by allowing students to complete a short-term training program, obtain employment and fulfill their career goals. Once employed, students return to IVCC to meet their continuing education requirements.  Real Estate courses can be paired with business/small business courses to enhance and further develop student skills.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	N/A
<b>Review Analysis</b>	
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. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	Real Estate is offered once each semester, in the evening, which is the most convenient schedule for adult students. The course can be offered in an online format as well.
1.2 How will students be informed or recruited for this program?	Students are recruited via the college’s online catalog, the continuing education class schedule, social media campaigns, and newspaper press releases. In addition, the class is promoted via the Illinois Valley Board of Realtors and Illinois Realtors website.
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Over the past five years, enrollment has remained steady at approximately 7-9 students per semester. Moving forward, enrollment is expected to remain at these levels.

**Illinois Valley Community College  
AY2016-AY2020 ICCB Program Review**

<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The program costs consist of the instructor salary of \$742 per credit hour and fees of \$50 per student, to cover the cost of student transcript fees with the Illinois Board of Realtors.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs are paid by revenue generated through student tuition and fees.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	This course follows IVCC tuition and fee structure. IVCC strives to maintain low tuition for students.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The program, which is 16 weeks and 6 credit hours, is ideal for self-starters who have a passion for the industry and want to obtain employment quickly. In addition, the class is taught by an experienced instructor with 20+ years of experience in the industry, who is committed to working with students to assist them in meeting their career goals.
3.2 What are the identified or potential weaknesses of the program?	At times, enrollment can be unpredictable, with classes running at a breakeven point.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	This course is required for one to sit for the Illinois Broker's license. Content is covered, homework is assigned and graded, and tests are given to ensure content is mastered. Students receive a letter grade reflecting their level of success in the class.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Students pursuing a vocational course have access to the same services and programs (counseling, tutoring, etc.) as those pursuing non-vocational offerings.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? <ul style="list-style-type: none"> <li>• Prepare for entry-level employment</li> <li>• Upgrade students' existing skills</li> <li>• Prepare students for credentialing</li> </ul>	The purpose of the course is to provide students with the knowledge needed to pass the Illinois Real Estate Brokers exam, which students register for after successful completion of the class. Obtaining this license ensures that they have mastered the skills necessary to practice real estate in Illinois.
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A

**Illinois Valley Community College  
AY2016-AY2020 ICCB Program Review**

3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The college supports professional development activities for instructors on a yearly basis by covering the cost of attendance to the Association of Illinois Real Estate Educators conference. In addition, instructors pursue professional development on their own to maintain their real estate license and expand their service levels.
3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	In the past five years, 36/38 students, 95 percent, have successfully completed the program making them eligible to sit for the Illinois Realtors exam.
List any barriers encountered while implementing the program.	
<b>Review Results</b>	
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.	Those who enroll in the program have great success in the classroom as seen by the 95 percent pass rate. The division will work to enhance program marketing with the goal of attracting more students.
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Increased social media marketing on an ongoing basis.

<b>Career &amp; Technical Education</b>				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		AY2016-2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Engineering Technology	AAS	16+	15.0613	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		1. Demonstrate commitment to professional growth, self-development, and continuous learning. 2. Carry out career objectives using software and equipment found in modern industry. 3. Develop diverse technical skills required for the competitive technical industry. 4. Demonstrate professional soft skills essential for long-term employment. 5. Compose professional written business correspondence. 6. Solve mathematical issues vital for successful manufacturing.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		The current enrollment trend makes it difficult to make inferences based on the limited data. The following assessment methods are being used:  1. Observation 2. Students performing tasks or labs successfully 3. Quizzes 4. Discussion with industry and advisory boards.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		This is the first review since the program was launched in 2016.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		Steve Gibson – Program Coordinator and IVCC Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President of Academic Affairs  The program coordinator developed and assessed the program objectives. The program coordinator supplied data and		

	<p>information and analyzed the effectiveness of the program outcomes.</p> <p>The dean and associate vice president of academic affairs evaluated the effectiveness of the program related to industry and institutional effectiveness.</p>
<p><b>Stakeholder Engagement</b>          Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory Boards- Automotive, Computer Aided Drafting, Electricity/Electronics, Industrial Maintenance, and Manufacturing, and the Chief Manufacturers Executive Group.</p> <p>Workforce Development uses the discussions with industrial stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>
<p><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no prerequisites for entry into the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program?</p>	<p>The Illinois Department of Labor Statistics projects an increase for jobs in multiple areas related to the Engineering Technology program over the next seven years. They project a seven percent increase for industrial maintenance workers, a five percent increase for HVAC technicians and Industrial Electricians and a two percent increase for industrial first-line supervisors. Local demand seems to be higher based on conversations with industry leaders.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has been steady for the past five years, and the Illinois Department of Labor Statistics suggests an increase in jobs ranging from two to seven percent, depending on the concentration area.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>Illinois Department of Labor Statistics.</p>

<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The technical faculty visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual Credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Manufacturing Expo to expose middle school and freshman students to careers and to local manufacturing representatives.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college utilizes an annual internal program review process for each program. During the review process, labor market needs, current and past enrollments, and program cost are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>During the first review period, industry stakeholders advised that there was a need for cross-trained individuals. They expressed that the skills needed for their respective positions required diverse technical skillsets. The AAS degree was launched using Manufacturing Skill Standards Council (MSSC) standards as a core for the degree. It became apparent, after years one and two, that this credential was not preparing students for the careers that were available. The enrollment data also showed that many students, who gained successful employment, never met requirements for any of the AAS degrees that were available. During FY20, the Engineering Technology AAS was altered to reflect the technical outcomes requested by the respective advisory boards.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data is reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses associated with holding live work-based labs.</p> <ul style="list-style-type: none"> <li>• The original AAS framework was designed with 16-credit hours of gateway coursework and up to 29 credit hours of technical electives. For this model, costs were incurred by part-time faculty salaries teaching the gateway courses and instructional supplies. The new AAS framework permits students to combine technical courses from eight technical programs to meet the unique skill requirements for modern industry. The following eight programs are included in the degree: Renewable Energy; Machinist Tool and Die; Industrial Electrician; Industrial Maintenance; Computer Numerical Control; Welding; Heating, Ventilation and Air Conditioning; and Computer Aided Drafting.</li> <li>• This structure generates no additional costs to the college. Costs are incurred within the respective programs.</li> <li>• Process operations technology is a similar program, albeit at the certificate level. Neither program generates additional cost to the college.</li> <li>• Costs are primarily paid from the college’s General Education 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.</li> </ul>
<p>2.2 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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>N/A</p>

<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The courses within the program utilize a lab fee to offset the cost of instructional and maintenance supplies as well as technical software. Tuition is \$133 per credit hour. Fees range from \$5-\$196 per course. The numerous student pathway options make it difficult to compile an accurate estimate of total cost for students.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No. The current framework for the Engineering Technology AAS is an option for students that would like to train in more than one technical field of study. This unique format is parallel to the other technical programs and, as such, does not generate additional costs.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program’s strengths?</p>	<p>The program provides many pathways for student completion. It enables students to prepare for a career in local industry and still receive a credential from the institution. The program is very cost effective.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Students need some guidance and understanding of local industry employment needs. The program is not widely known or understood.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Students can participate in courses from eight programs while completing the Engineering Technology AAS. Those programs utilize mostly traditional format: face-to-face classroom and lab classes sections. Computer aided drafting has three courses that utilize online or blended methods. There is a slightly higher failure and attrition rate with the courses that are taught online or blended for computer aided drafting.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>The Engineering Technology AAS is not currently part of a program of study as defined by Perkins V or ICCB. The process of building program of study frameworks in the supporting eight programs has begun. Automotive Technology and Industrial Maintenance programs of study will be complete in FY22.</p>

---

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<ul style="list-style-type: none"> <li>A. The program coordinators and dean meet annually with industry leaders for each respective support program to determine skillsets and appropriate outcomes for students.</li> <li>B. The Engineering Technology program offers stackable certificates from the supporting programs and an AAS degree. There is a 3+1 option with Northern Illinois University. Dual credit courses exist for the following supporting programs: computer aided drafting, welding, electricity, and manufacturing.</li> <li>C. Our dual credit coordinator works with high school students using Career Cruising, and the college hosts an exploration event called Career Expo. Students spend time participating in hands-on activities to explore many different technical careers.</li> <li>D. Students participate in an auto clinic, where they complete repairs on customer vehicles. They also must complete a service management course that contains career objectives. Industry leaders also participate in class activities as guest speakers. Job placement services are offered through IVCC's Career Services office. The college offers students who participate in foundational automotive courses six credits worth of tuition waivers for their second year.</li> <li>E. The program offers multiple entry and exit points, by which students can obtain skills to begin entry-level employment.</li> </ul> <p>The program could be improved by offering foundational and employment skills continually throughout the program.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>This program is an answer to industry needs for cross-training individuals. The college is very responsive to industry needs. A consequence of the responsiveness has been a lack of aligned pathways for completion. The Engineering Technology AAS now allows students to complete an AAS degree. A Bachelor transfer option is available for students that are interested in obtaining skills in more than one area. Students can receive certificates from the eight support programs while working toward the AAS degree. The program is restricted to courses from the eight technical programs, and it requires at least one 12 credit hour concentration in one of the areas.</p>

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are many dual credit opportunities for students, including CAD 1200 (LaSalle-Peru Area Career Center, Marquette Academy, and Ottawa HS), WLD 1209 (LaSalle-Peru Area Career Center), WLD 1200 and 1201 (LaSalle-Peru Area Career Center, Streator HS, Seneca HS, and Putnam County HS), and MET 1202 (LaSalle-Peru Area Career Center), ELE 1206 (LaSalle-Peru Area Career Center).</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>There are several internship opportunities found in the support programs including: manufacturing, computer aided drafting, electricity/electronics, and automotive technologies. Several of the programs offer opportunities for completing live customer work including: automotive technologies, HVAC, and welding.</p> <p>These projects introduce students to the requirements of the local and regional industry. Students complete real-world tasks to prepare them for when they graduate. They experience what it means to be accountable for using the skills that they are refining.</p> <p>The support programs could offer more opportunities to complete real-world tasks, with the cooperation of our industry leaders.</p>
<p>3.9 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).</p>	<p>None of the programs require industry accreditation, but the college has chosen to seek accreditation from the ASE (Automotive Service Excellence) Education Foundation for the automotive program, and the welding program is an accredited test facility for the American Welding Society. Both of these programs are support programs for the Engineering Technology AAS degree.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The electricity and manufacturing programs offer OSHA 10 certification. The Automotive Technology Program offers the following credentials:</p> <ul style="list-style-type: none"> <li>S/P2 – Automotive Service Safety certificate</li> <li>S/P2 – Automotive Pollution Prevention certificate</li> <li>S/P2 – Supervisor’s Course certificate</li> <li>S/P2 – Ethics and You in the Automotive Industry certificate</li> <li>S/P2 – Preparing a vehicle for service and working with customers certificate</li> </ul> <p>Students also have the opportunity to take each welding course with an embedded AWS test.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Northern Illinois University has a 3+1 program for the Engineering Technology AAS for manufacturing technology.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	There have been no new partnerships formed.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment.
3.16 What is the status of the current technology and equipment used for this program?	The majority of the programs were moved to the new technology facility in 2012. Much of the previous equipment was replaced with state-of-the-art equipment at that time. Since then, additional new equipment has been acquired for the eight supporting programs, including: a polymer rapid prototyping machine, 10 programmable logic control trainers, a CNC lathe, a wireless alignment machine, tire equipment, and 20 multi-process welders.
3.17 What assessment methods are used to ensure student success?	<p>Multiple methods of formative assessment, including discussion, direct questioning, and immediate response, are used along with competency based assessment and classroom assessments.</p> <p>Discussions with employers included in the advisory boards assess long-term success.</p>
3.18 How are these results shared with others at the institution for continuous improvement?	Results are shared at least annually during the internal program review process between the faculty and dean.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	During the first review period, industry stakeholders advised that there was a need for cross-trained individuals. These stakeholders included employers of past and present students. Employers expressed that the skills needed for their respective positions required diverse technical skillsets. The AAS degree was launched using Manufacturing Skill Standards Council (MSSC) standards as core for the degree. It became apparent, after years one and two, that this credential was not preparing students for the careers that were available. The enrollment data also showed that many students, who gained successful employment, never met requirements for any of the AAS degrees that were available. During FY20, the Engineering Technology AAS was altered to reflect the technical outcomes requested by the respective advisory boards.

3.20 How satisfied are students with their preparation for employment?	Prior to the curriculum changes, there were very few students that completed the program. During the review cycle, only 3 students completed the program.
3.21 How is student satisfaction information collected?	Student satisfaction information is collected through survey research done every few years.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Engineering Technology advisory committee is a combination of support program advisory committee and the Chief Manufacturing Executive Committee, which includes local manufacturing representatives. The advisory committee is directly involved in evaluating the budget, curriculum changes, and equipment purchases.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. The current format allows for stake holder engagements up to 10 times each year. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.
3.24 How satisfied are employers in the preparation of the program's graduates?	Prior to the extensive curriculum changes during fiscal year 2020, employers were suggesting opportunities for cross-training. Data is being reviewed as students complete the new format to gauge success of the new framework.
3.25 How is employer satisfaction information collected?	The college surveys local employers every few years to determine if they are satisfied with the graduates. Discussions with employers annually help determine whether employers are satisfied with graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The framework for the AAS degree was modified during the review period based on discussion with the advisory boards and analysis of the annual program reviews. The modifications eliminated the Certified Production Technician certificate as a mandatory requirement to the degree. This reduced the cost of the program. The new framework allows students to receive an academic concentration in one of the support programs, while allowing cross-training within the other connected technical programs.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
The original framework for the program required students to complete 16 credit hours of core coursework. The courses led to a Certified Production Technician certificate that would stack into the AAS degree. There was little interest or buy-in from local industry. This resulted in low enrollments and frequently cancelled sections. Students were not able to complete the required courses in a timely fashion, and once they did, the employers wanted more focused skillsets.	

<b>Performance and Equity</b>					
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	Engineering Technology				
CIP Code	15.0613				
	AY2016	AY2017	AY2018	AY2019	AY2020
Number of Students Enrolled	3	3	1	0	2
Number of Completers	0	0	1	1	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The original format of the program was unable to garner enough interest among potential students in the community. The original support for the Certified Production Technician certificate with manufacturers did not continue, and students did not gain a hiring advantage over others without the certificate. The new framework aligns with current industry needs. The changes happened during fiscal year 2020, and there is not enough post-change data to determine if outcomes are being met.				
What disaggregated data was reviewed?	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.				
Were there gaps in the data? Please explain.	The limited number of enrolled students restricted the research. It was unreliable to draw conclusions from the limited data.				
What is the college doing to overcome any identifiable gaps?	The college is focusing energy on recruitment efforts for the program and support programs.				
Are the students served in this program representative of the total student population? Please explain.	No, but there is not enough data to determine themes within the enrollment data.				
Are the students served in this program representative of the district population? Please explain.	No, but there is not enough data to determine themes within the enrollment data.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				

<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>During this review cycle, the Engineering Technology program underwent curriculum changes that affected the framework of the AAS degree. Not enough time has passed to determine if the changes were effective at meeting the goals of industry and students. The college will monitor the student enrollments, including demographic data, as well as analyze employer feedback during the next review cycle. Adjustments to the survey process will help the college better understand if it is meeting the program goals.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Employers should be surveyed, annually, to determine whether the changes in the degree framework help the program successfully meet the demands within industry.</p>
<p><b>Resources Needed</b></p>	<p>Survey instrument, survey monitoring, and data analysis.</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>During the review cycle, the Workforce Development division will request feedback from the stakeholders and information will be shared with the Vice President of Academic Affairs.</p>

<b>Career &amp; Technical Education</b>				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	AY2016-2020			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Manufacturing Technology (AAS.MFG)	AAS	67-70	15.0613	
Machinist and Tool and Die Making (CERT.MFG.MTD)	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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?	The Manufacturing program is designed to prepare students for the modern manufacturing environment. <ol style="list-style-type: none"> <li>1. Carry out career objectives using software and equipment found in modern industry.</li> <li>2. Develop diverse technical skills required for the competitive technical industry.</li> <li>3. Demonstrate professional soft skills essential for long-term employment.</li> <li>4. Provide students with industry recognized credentials.</li> <li>5. Understand basic measurement in manufacturing and geometric dimensioning and tolerance.</li> <li>6. Read basic drawings for manufacturing.</li> <li>7. Identify the key elements of production and production planning.</li> <li>8. Identify how tools and equipment are used in manufacturing.</li> <li>9. Explain the purpose of preventive and predictive maintenance.</li> <li>10. Understand the career ladder available for them in manufacturing.</li> <li>11. Be skilled and knowledgeable in CNC and conventional mills, lathes, and turning centers.</li> </ol>			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Eighty-five to 100 percent of students are successful with individual courses. There have been very few students with the certificate or degree assigned as their program of study. Many of these students complete only part of the degree or certificate requirements before gaining employment. Program			

	objective success is measured by the successful completion of courses and by discussion with employers.
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>During the last program review, it was suggested that the college improve industry partnerships and work with other community colleges to share resources.</p> <p>Since then, the college formed the Chief Manufacturers Executive group. This group discusses the current state of local manufacturing and their needs. The group helps in curriculum and program decisions. The college worked with four other Illinois community colleges to form a manufacturing consortium to share resources. This work is ongoing.</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Tim Bias – Program Coordinator and IVCC Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President of Academic Affairs</p> <p>The program coordinator developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory Board for Manufacturing and the Chief Manufacturers Executive Group.</p> <p>Workforce Development uses the discussions with industrial stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>
<p><b>CTE Program Review Analysis</b></p> <p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no prerequisites for entry into the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	EMSI performed a gap analysis during the review period that illustrated the metal and metal product manufacturing, as well as other manufacturing needs, from 2019-2029. The various manufacturing sub-groups are estimated to see a job growth of 5.1 to 18 percent during this time in the IVCC service region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Manual metal machinist jobs have increased in the district by 50 percent since 2016. There was also a decrease in jobs since 2016 in the extruding and drawing machine area, but EMSI estimates a steady increase for the next five years for the manufacturing careers encompassed in the included SOC codes..
1.3 What labor market information sources are utilized?	For this review, EMSI data was used for labor market research. EMSI uses QCWE, which is produced by the Department of Labor, and projection data from the Bureau of Labor Statistics.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<p>The technical faculty visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual Credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Manufacturing Expo to expose middle school and freshman students to careers and to local manufacturing representatives.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The college utilizes an annual internal program review process for each program. During the review process, labor market needs, current and past enrollments, student success, and program costs are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review, along with discussion with industry partners, has helped the college identify several curriculum changes that the college is beginning to implement. Stackable credentials are being developed to include three certificates: one 16-credit hour, a 30-credit hour, and a 45-credit hour. The courses being offered in the new certificates are more closely aligned with industry needs. They are also designed to put students to work faster, and allow them to return for upward mobility.

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data is reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses associated with holding live work-based labs.</p> <ul style="list-style-type: none"> <li>• The majority of program costs include a full-time faculty salary, as well as a small amount of part-time faculty salaries. There is a small amount of consumable instructional supplies every fiscal year.</li> <li>• Costs are comparable to the Industrial Maintenance program, but much lower than the Electricity/Electronics program.</li> <li>• Costs are primarily paid from the college’s General Education 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.</li> </ul>
<p>2.2 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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college is making adjustments to the curriculum to include stackable credentials. There will be work to streamline the requirements to better align with the needs of industry. The changes are intended to increase enrollment in order to better utilize section offerings.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The courses within the program utilize a lab fee, ranging from \$35-\$250 per course, to offset the cost of instructional and maintenance supplies. Students are also expected to purchase required texts.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The college is making adjustments to the curriculum to include stackable credentials. There will be work to streamline the requirements to better align with the needs of industry. The changes are intended to increase enrollment in order to better utilize section offerings.</p>

Indicator 3: Quality	Response
3.1 What are the program’s strengths?	The program offers hands-on machine, tool, and die courses. The program coordinator is a skilled machinist with experience in the industry. There is a Department of Labor agreement, which includes coursework from this program. The college has a state-of the-art machining facility.
3.2 What are the identified or potential weaknesses of the program?	The current certificate structure does not align student, industry, and college goals. Currently, very few students complete all of the requirements for the certificate or the degree. Many students go to work before completing a credential; this leads to low enrollment and less options for course offerings.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional format: Face-to-face classroom and lab classes.  Since there is only one delivery method for these courses, success rate comparisons are not needed.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB <sup>1</sup> ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The current program is not part of a Perkins V approved program of study. There is a dual credit offering at the LaSalle/Peru Area Vocational Center. The program is currently part of an internal enhancement process that will move it closer to meeting the requirements for program of study.

---

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The Manufacturing Program does not currently meet the requirements, but it is moving toward that goal.</p> <ul style="list-style-type: none"> <li>A. The college works with local industry through the advisory boards to determine the content to be taught in the courses.</li> <li>B. The courses are constructed to support student learning. There is a low student to teacher ratio (16:1).</li> <li>C. The students can receive 1-on-1 advising during the induction and enrollment processes.</li> <li>D. Students are learning skills necessary to be successful in industry as they are learning the technical manufacturing skills.</li> <li>E. The realignment of the program during the enhancement process will help to meet this criterion.</li> <li>F. The program-is not currently structured to include an IET/ICAPS.</li> <li>G. Students are being prepared to go to work as machinists.</li> </ul> <p>The college plans to realign the certificate requirements and section offerings to help students get to work more quickly, and to include it in the IET/ICAPS process.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The courses meet in a very well-equipped lab space that includes manual and automated machining equipment.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>MET 1202 Manufacturing Materials and Processes I is offered as a dual credit course at the LaSalle/Peru Area Career Center.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The Manufacturing AAS degree has an internship requirement during the summer of the first year. Students also complete lab projects that are developed with the advisory board's input. This process could be improved by building stronger relationships with industry to increase the number of internship opportunities.</p>
<p>3.9 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).</p>	<p>The program does not require industry accreditation.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>There are no embedded industry credentials.</p>

3.11 Is this an apprenticeship program? If so, please elaborate.	There is a Department of Labor agreement with courses from the machine, tool, and die certificate that is stacked into the AAS degree. There are only a small number of students that take advantage of this opportunity.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Northern Illinois University has a 3+1 program for the Engineering Technology AAS for Manufacturing Technology.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	There have been no new partnerships formed.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment.
3.16 What is the status of the current technology and equipment used for this program?	The program was moved to the new technology facility in 2014. Much of the previous equipment was replaced with state-of-the-art equipment at that time. Since then, additional equipment has been acquired, including an additional CNC lathe, a knee mill, and a drill press.
3.17 What assessment methods are used to ensure student success?	Multiple methods of formative assessment, including discussion, direct questioning, and immediate response, are used along with competency based assessment and classroom assessments.  Discussions with employers included in the advisory boards assess long-term success.
3.18 How are these results shared with others at the institution for continuous improvement?	Results are shared at least annually during the internal program review process between the faculty and dean.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The AAS degree was reduced to 60 credit hours during this review cycle. There is a request with the college's internal curriculum board to create three stackable certificates. These certificates are more flexible for the unique industry requirements and are more aligned with student goals. The college should complete the internal process during the fall 2021 semester.
3.20 How satisfied are students with their preparation for employment?	Past surveys show that students are satisfied with their preparation for employment. Anecdotal evidence suggests that students leave the program for related employment prior to completion.
3.21 How is student satisfaction information collected?	Students satisfaction data is collected via survey and conversations with the program coordinator.

<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The Manufacturing advisory board is a combination of the program advisory committee and the Chief Manufacturing Executive Committee, which includes local manufacturing representatives. The advisory committee is directly involved in evaluating the budget, curriculum changes, and equipment purchases.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory board informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. The current format allows for stakeholder engagements up to 10 times each year. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Employers are increasingly interested in employees with diverse skillsets. The curriculum work that is in process is attempting to address the needs of local industry.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>The college surveys local employers every few years to determine if they are satisfied with the graduates. Discussions with employers annually help determine whether employers are satisfied with graduates.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The review process has resulted in changes to the certificates. The college is also looking for alternative semester offerings for courses, such as sections meeting for 8-weeks or less.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>Staffing for CNC courses included in the AAS degree has become increasingly difficult, which has made it difficult for students to complete the program requirements. Additionally, one course is only offered in the fall.</p>	

<b>Performance and Equity</b>					
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	Manufacturing Technology				
CIP Code	15.0613				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
AAS.MFG	16	16	17	3	3
CERT.MET.MFG	7	6	5	6	4
<b>Number of Completers</b>					
AAS.MFG	1	1	1	1	1
CERT.MET.MFG	1	1	4	0	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	There is a decreasing number of students participating in the Manufacturing program. This does not align with the current job openings or the projected openings over the next five years. There is a much lower number of students completing the requirements for a certificate or degree than the ones participating in manufacturing courses.				
What disaggregated data was reviewed?	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.				
Were there gaps in the data? Please explain.	The college does not have a good way to track or to analyze student program goals (program of study). There is a significant amount of attrition in the Manufacturing related programs as delineated by students not receiving a college credential.  The number of female students participating in the program is low.				
What is the college doing to overcome any identifiable gaps?	The college is developing more flexible certificate options for students. A new program is being implemented to help students declare and change their current program of study. The college is also increasing targeted advertising for nontraditional students and marginalized subgroups.				
Are the students served in this program representative of the total student population? Please explain.	There is a low number of students that participate in the Manufacturing program each year. This makes derived statistics less reliable. The number of female participants is lower than the student population. The number of Hispanic and African American students is in line with the student population. There is a lower number of traditional-aged students participating in the program as well.				
Are the students served in this program representative	The number of female, Hispanic, and African American students is lower than the district population.				

of the district population? Please explain.	
<b>Review Results</b>	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	<p>The program is needed by the industry found within the IVCC district. The program costs are in line with other technical programs, but the number of student participants and completers is lower than other technical programs.</p>
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>The college intends to make changes to the certificate offerings by adding three new certificates. There will be a basic 16-credit hour certificate, a 30-credit hour, and a 45-credit hour certificate. There will be an increasing number of technical elective options as the certificates increase in size. There will be more opportunities for returning students to utilize prior learning for credit. The flexibility will give students more options for career paths in the region.</p> <p>The certificates will be internally recommended during the fall 2021 semester. The external process should be complete by the spring semester. The new certificates will be launched for fall 2022.</p> <p>Monitoring for student completion, success, and employability will commence immediately following the launch.</p>
<b>Resources Needed</b>	Survey instrument, survey monitoring, and data analysis.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	During the review cycle, the Workforce Development division will request feedback from the stakeholders and information will be shared with the Vice President for Academic Affairs.

<b>Career &amp; Technical Education</b>				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	AY2016-2020			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Process Operations Technology	CERT	19-22	15.0613	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Students will build foundational skills in chemistry, electronics, and instrumentation. Students will learn theory and will demonstrate the following competencies: blueprint reading, troubleshooting, following industrial safety guidelines, and professional communication.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		There have been a total of three students enrolled in this program of study during the current review cycle. None of the students completed the certificate.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		During the last review cycle, the recommendation was made to suspend the program in favor of the newly developed Certified Production Technician certificate. The Process Operations Technology certificate did not go through IVCC's internal process to inactivate the program.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President of Academic Affairs		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.		The dean and associate vice president of academic affairs evaluated the effectiveness of the program as related to industry and institutional effectiveness.  The technical program advisory board (Industrial Electricity, Industrial Maintenance, Computer Aided Drafting, and Chief Manufacturers' Executive) were surveyed on the current need		

	for employees with a Process Operations Technician certificate.
<b>CTE Program Review Analysis</b>	
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.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no prerequisites for entry into the program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	<p>The Illinois Department of Labor Statistics projects an increase in manufacturing jobs related to the program over the next seven years. They project a seven percent increase for industrial maintenance workers, a five percent increase for HVAC technicians and Industrial Electricians and a two percent increase for industrial first-line supervisors. Local demand seems to be higher based on conversations with industry leaders.</p> <p>According to local employers, there is a demand for entry-level employees in the manufacturing sector, but this particular pathway is too specific. There are better stackable options for students.</p>
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 past five years, and the Illinois Department of Labor Statistics suggests an increase in jobs ranging from two to seven percent depending on the concentration area.
1.3 What labor market information sources are utilized?	Illinois Department of Labor Statistics.

<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The technical faculty visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college’s facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual Credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Manufacturing Expo to expose middle school and freshman students to careers and to local manufacturing representatives.</p> <p>Process Operations Technology is not helping to meet the demand for manufacturing needs. Adjustments have been made in other programs to meet the demand. There has not been sufficient enrollment in the program despite curriculum changes.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college utilizes an annual internal program review process for each program. During the review process, labor market needs, current and past enrollments, and program cost are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The previous review recommended that the program be discontinued. The program was never inactivated. There were three total enrollments during this review period and no completions. The recommendation is to inactivate the program due to the lack of interest and industry need.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data is reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses associated with holding live work-based labs.</p> <ul style="list-style-type: none"> <li>• There are no costs directly attributed to the Process Operations Technology Program.</li> <li>• Engineering Technology is a similar program, albeit at the degree level. Neither program generates additional costs to the college.</li> <li>• Costs are primarily paid from the college’s General Education Fund. Funds are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.</li> </ul>
<p>2.2 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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>N/A</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The courses within the program utilize a lab fee to offset the cost of instructional and maintenance supplies as well as technical software. Tuition is \$133 per credit hour. Fees range from \$5-\$62 per course.</p> <p>Many of the students qualify for federal financial aid, and the college has several scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No changes were necessary.</p>
Indicator 3: Quality	Response
<p>3.1 What are the program’s strengths?</p>	<p>The program does not generate any additional costs to the college.</p>

3.2 What are the identified or potential weaknesses of the program?	There has been very little demand for the program since the initial launch. The program does not offer multiple pathways for entry and exit.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	There are no unique courses to the Process Operations Technology certificate. The courses reside in the Electricity/Electronic, Industrial Maintenance, Manufacturing, Chemistry, English, and Math programs. These programs utilize mostly Traditional format: Face-to-face classroom and lab classes sections.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB <sup>1</sup> ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The program is not part of a Program of Study. The program is going to be discontinued.
3.5 Does this program meet the definition of a <a href="#">career pathway program</a> ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The program is not part of a Career Pathway. The program is going to be discontinued.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A  The program is being discontinued.

---

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 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
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers rolling opportunities for support through the Center for Excellence in Teaching, Learning, and Assessment.
3.16 What is the status of the current technology and equipment used for this program?	The Industrial Maintenance, Manufacturing, and Electricity/Electronics program were moved to a new facility in 2014. Much of the equipment was replaced with state-of-the-art equipment at that time. New electronic trainers and tow CNC machines were also put into service.
3.17 What assessment methods are used to ensure student success?	Multiple methods of formative assessment including: discussion, direct questioning, and immediate response, are used along with competency based assessment and classroom assessments.  Discussions with employers included in the advisory boards assess long-term success.
3.18 How are these results shared with others at the institution for continuous improvement?	Results are shared at least annually during the internal program review process between the faculty and dean.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	There have not been any student completions to generate data.

3.20 How satisfied are students with their preparation for employment?	There have not been any student completions.
3.21 How is student satisfaction information collected?	There have not been any student completions.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Process Operations Technology advisory committee is a combination of support program advisory committees and the Chief Manufacturing Executive Board, which includes local manufacturing representatives. The advisory committee is directly involved in evaluating the budget, curriculum changes and equipment purchases.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee informs of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. The current format allows for stakeholder engagements of up to 10 times per year. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.
3.24 How satisfied are employers in the preparation of the program's graduates?	Since there have not been any student completions, employers have not been surveyed.
3.25 How is employer satisfaction information collected?	Since there have not been any student completions, employers have not been surveyed.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The recommendation will be to discontinue the program due to the lack of demand from students and employers.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
No student enrollment.	

<b>Performance and Equity</b>					
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	Process Operations Technology				
CIP Code	15.0613				
	AY2016	AY2017	AY2018	AY2019	AY2020
Number of Students Enrolled	0	2	1	0	0
Number of Completers	0	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	There has not been enough student enrollment to help support the demand for manufacturing employees.				
What disaggregated data was reviewed?	There was not enough enrollment to analyze the data.				
Were there gaps in the data? Please explain.	There was not enough enrollment to analyze the data.				
What is the college doing to overcome any identifiable gaps?	The college will be discontinuing the program.				
Are the students served in this program representative of the total student population? Please explain.	There was not enough enrollment to analyze the data.				
Are the students served in this program representative of the district population? Please explain.	There was not enough enrollment to analyze the data.				
<b>Review Results</b>					
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)				
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	For the last two review cycles, there has been very little enrollment and no completions. There was an extensive change in the curriculum prior to the current review cycle. Demand for the certificate has never increased.				
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will be brought to the Curriculum Committee, in Fall 2021, with the recommendation to discontinue the program. The two students that currently have this certificate program selected as their program of study will be contacted to discuss other options. There are no courses that need to be inactivated or cancelled because the Process Operations Technology Certificate does not contain any unique courses.				

<b>Resources Needed</b>	N/A
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The Dean of Workforce Development and the Curriculum Committee.

<b>Career &amp; Technical Education</b>				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		AY2016-2020		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Early Childhood Education – AAS.ECE	AAS	60	19.0709	CERT.ECE.GTWL2 CERT.ECE.GTWL2.IT CERT.ECE.GTWL3 CERT.ECE.GTWL3.IT
Gateways Credential Level 2 - CERT.ECE.GTWL2	Cert	18	19.0709	CERT.ECE.GTWL2
Infant/Toddler Gateways Credential Level 2 - CERT.ECE.GTWL2.IT	Cert	21	19.0709	CERT.ECE.GTWL2.IT
Gateways Credential Level 3 - CERT.ECE.GTWL3	Cert	27	19.0709	CERT.ECE.GTWL3
Infant/Toddler Gateways Credential Level 3 - CERT.ECE.GTWL3.IT	Cert	33	19.0709	CERT.ECE.GTWL3.IT
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Early Childhood Educators specialize in the care and education of children, birth to age eight. Students gain content knowledge about young children’s development in order to develop the skills and dispositions to work with young children and their families. Students will learn about child development, demonstrate understanding of developmentally appropriate practices, and implement curricula in field experiences. IVCC’s ECE program is a NAEYC-Accredited and Gateways-Entitled institution.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Graduate and Employer surveys report a high degree of satisfaction with the program. Alumni respond positively to the question asking if their education prepared them for their current position. Area childcare providers routinely employ our graduates and identify strengths as job knowledge and professionalism.		

	<p>Student surveys were deployed in FA20, with a total of 42 responses. Of the 42 responses, 25 were working in direct service with children.</p> <p>Employer Surveys were deployed in FA20, with a total of 12 responses. One of the questions was, "On average, how would you rate these employees' level of preparation for the work force? (1 being Unprepared, 5 being Very Prepared)." The average rating was 4, based on 10 responses.</p>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>During the 2016 review, a need to focus on marketing of two new certificates and degree changes to the area high schools, as well as creating advising opportunities with the program coordinator was discussed.</p> <p>The program coordinator marketed to high school dual credit partners, advisory councils, and providers/programs in district of the new stackable credentials, NAEYC-accreditation status, and continued movement to online/blended course offerings. Stackable certificate alignment with state industry credentials/competencies was completed in 2016-2018, including new Infant/Toddler Certificates (Levels 2 and 3). The Infant/Toddler certificates build on the ECE certificates and are stackable to the ECE AAS degree: Illinois Gateways ECE and Infant/Toddler Level 4 Credential.</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Dr. Robyn Schiffman, Dean, co-author Tammy Landgraf, ECE program coordinator and faculty, co-author</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Dawn Watson, Administrative Assistant, Vice President for Academic Affairs and Institutional Research, aided in the collection of data.</p>

<b>CTE Program Review Analysis</b>	
<p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, the pre-requisite's, PSY 1000 - General Psychology, course outcomes were reviewed to determine if it should remain as a pre-requisite to PSY 2001 - Child Growth and Development. It was determined that PSY 1000 may be helpful prior to taking PSY 2001, but is not required to be successful in the ECE program. Removal of this pre-requisite allowed the program to move from 63 credit hours to 60 credit hours.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The industry requires a base of knowledge in early childhood education. This is achieved by two infant/toddler courses designed to complement the ECE courses, as well as one infant/toddler course serving as a pre-requisite to the other. Therefore, the Infant/Toddler Level 3 Certificate is 33 credit hours.</p>
<b>Indicator 1: Need</b>	<b>Response</b>
<p>1.1 What is the labor market demand for the program?</p>	<p>According to EMSI's 2021 employment data, there is an estimated growth of six percent from 2021-2026. However, the need for highly qualified and credentialed early childhood professionals will continue to outpace supply of replacements. The demand for qualified ECE teachers will continue to grow with teacher retirements and expansion of Preschool for All programs in Illinois.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Turnover rates for staff in child care and early education programs is higher than many other occupations. According to IDHS, 33.6% of Early Childhood teachers left their position within the two years preceding the FY2017 Illinois Salary and Staffing Survey of Licensed Child Care Facilities. Furthermore, research within the Illinois' Early Childhood Education Workforce Report (2017) indicates "with increasing levels of education, the percentage of teachers that stayed in the field of ECE remained relatively constant, but the percentage of those that (left and) took positions in public schools began to increase." Of those staff who left their positions in Early Education facilities in the same report, 31.7% of Associate degree teachers and 40.4% of "no degree" teachers left and began employment in a different field, thereby creating a "need" for a new recruit to the ECE workforce. In addition, of the total who left, an additional 16.2 % (Associate level) and 19.7% (no degree) left to take positions in public schools. This research suggests that of the teachers with Associate degrees that leave their jobs, 52.1% stay in the field but switch employers. There is a constant need for replacement teachers.</p>

<p>1.3 What labor market information sources are utilized?</p>	<p>Emsi Occupational Overview Q3 2021 Data Set IDHS (2017) Salary and Staffing Survey of Licensed Child Care Facilities. Whitehead, J. (2018). Illinois' Early Childhood</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The Program Coordinator attends information sessions and high school recruitment events. The Program Coordinator visits each dual credit high school program to make connections with prospective students. Program Coordinator meets with each licensed childcare director at least twice a year to determine area need.</p> <p>Prioritizing institutional ECE marketing may help with the district teacher shortage, childcare staffing crisis, and low enrollments.</p> <p>IVCC ECE fliers are shared at advisory committee meetings and to providers and high school counselors, throughout the year.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The program is analyzed yearly by means of an internal review process. The process observes the income and expense trends, community impact, and student enrollment, retention, and completion. The program advisory committee and other stakeholders also provide input.</p> <p>These reviews lead to program adjustments to curriculum, scheduling, and recruiting. Any changes to the curriculum are reviewed by the Curriculum Committee.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>In consultation with the ECE advisory committee, almost all modes of delivery had been switched to blended or online to meet the needs of a largely non-traditional student population. This pivot enabled the transition during the pandemic year of FY21 to be much smoother than it otherwise would have been.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The college analyzes the cost-effectiveness of the program by comparing the total income received with the total expenses paid out. Income comes in the form of course fees, apportionment, and tuition. Expenditures include salaries, instructional supplies, publications and dues, accreditation requirements, and travel. The costs are similar to other CTE programs. The college has paid for the program from the Educational Fund. Some funding is available through Perkins Grant.</p>

<p>2.2 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.</p>	<p>Costs of the program supported by Perkins funds will be paid for by Educational Funds if Perkins funding is no longer available.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Recruiting new students and retaining existing students will add credit hours to offset instructional and other costs.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Tuition is \$133 per credit hour, with additional fees for specific courses.</p> <p>Most students are eligible for financial aid. Many apply for the Gateways Scholarship which helps cover tuition for six hours per fall and spring semester and three hours for the summer semester. Students may also apply for institutional scholarships. Students in need of technology to support access to higher education may qualify to borrow laptops, headsets, and/or wifi hot spots.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>While the program has run at a deficit over the past few years, the deficit last year was the lowest recorded. The program is moving in the right direction. Continued monitoring of enrollments will be essential to managing program costs.</p>

Indicator 3: Quality	Response
<ul style="list-style-type: none"> <li>• What are the program’s strengths?</li> </ul>	<p>The program’s strengths include:</p> <ul style="list-style-type: none"> <li>• NAEYC-accredited institution.</li> <li>• Gateways-Entitled for ECE and Infant/Toddler, Levels 2, 3, and 4. Illinois Director Level 1.</li> <li>• Engaged program coordinator who participates in the Local Interagency Council; serves as an ECE consultant on the Board of Directors for Tri-County Opportunities Council (TCOC) – largest child care employer in-district; serves on the Board of Directors for SAL Family and Community Services (a program focused on family child care providers and community engagement) for the western part of the district and the state; serves as co-president for ACCESS-IL, a membership organization for early childhood faculty at community colleges in Illinois; serves on the Illinois Articulation Initiative major panel for ECE; serves on the Early Childhood Work Group for the IBHE Strategic Plan; and serves on the Professional Development Advisory Committee (PDAC) at large and the sub-committee of Higher Education.</li> <li>• Updated curriculum based on the needs of children, family, community, and student population.</li> <li>• Curriculum updates include content in accessibility, diversity, and equity.</li> <li>• Course offerings suited to the incumbent and new workforce.</li> <li>• Approved courses for all possible IAI major courses, ensuring optimal transfer pathways.</li> <li>• Agreements with universities ensuring optimal transfer options.</li> <li>• High school partnerships, ensuring dual credit options for students.</li> <li>• Early Childhood Collaboration meeting host (inclusive of early childhood service providers, including children’s librarians, hospitals, early intervention, Preschool for All directors, dual credit instructors, business owners).</li> <li>• Consistent and inclusive advisory committee meetings, including ROE, licensed and licensed-exempt providers, family child care providers, Head Start and Early Head Start, universities, and IVCC administration.</li> <li>• Consistent, reciprocal communication with providers, in-district and out-of-district.</li> <li>• Consistent communication with high school counselors/administrators and institutional advisors.</li> <li>• Employment site practicum options.</li> </ul>

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Potential weaknesses include:</p> <ul style="list-style-type: none"><li>• Low enrollments due to inconsistent pathways to higher degree/higher compensation attainment.</li><li>• Premature student exit to the workforce</li><li>• Lack of diversity among teaching faculty.</li><li>• Few observation placement sites that reflect diverse teaching populations.</li></ul>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Courses over the past five years have moved to more online or blended options. Currently, and moving forward, all ECE courses will be offered in delivery method known as HyFlex. Students can access the course in the method that best suits them, whether it's in-person, through synchronous livestream, or recorded option.</p> <p>Success rates among delivery modes are comparable. Rates are approximately the same over the course of the review period regardless of the method of delivery.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>The early childhood education program meets the requirements for a Program of Study as defined by Perkins V and is approved by ICCB.</p> <p><i>A) Incorporates challenging State academic standards</i>        Yes, students are required to communicate clearly, demonstrate critical thinking, and read and analyze documents.</p> <p><i>B) Addresses both academic and technical knowledge and skills, including employability skills</i>        Yes, students are acquiring both depth and breadth of technical early childhood educator methods and competencies. With sequenced course work, students develop professional dispositions and skills.</p> <p><i>C) Is aligned with the needs of industries in the economy of the State, region, or local area</i>        Yes, the Early Childhood Education program is aligned via state competencies through certificates and state credentials.</p> <p><i>D) progresses in specificity</i>        Yes, the program has been aligned with the state ECE credential professional development system as a Gateways-Entitled institution. This also aligns with the early childhood programs which are hiring individuals with the credentials to meet the programs' quality rating scale requirements.</p> <p><i>E) has multiple entry and exit points that incorporate credentialing</i>        Yes, the ECE program has stackable credentials.</p> <p><i>F) culminates in the attainment of a recognized postsecondary credential</i>        Yes, the certificates and degrees are currently aligned to a state recognized ECE credential and the AAS degree aligns to the ECE II in the NAEYC National ECE Power to the Professional framework.</p>
--	--

---

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p><i>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved</i> NEAYC accreditation assures graduates meet professional standards recognized across the country.</p> <p><i>B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act</i> Yes, beginning with dual credit opportunities as well as stackable credentials and work-based training opportunities.</p> <p><i>C) Includes counseling to support an individual in achieving the individual's education and career goals</i> Yes, counseling support is provided via academic advising through academic advisors and program coordinator, often beginning in high school with dual credit counselors/teachers.</p> <p><i>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster</i> Yes, coursework has also been aligned to address specific needs of the community programs and stakeholders. These have been vetted through the stakeholder programs and the advisory committee.</p> <p><i>E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable</i> Flexible delivery methods of sequenced content allow students to move through and practice needed skills and dispositions. Credentials are stackable.</p> <p><i>(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential</i> Dual credit opportunities exist with the area high schools.</p> <p><i>(G) Helps an individual enter or advance within a specific occupation or occupational cluster</i> Current job postings are provided in each ECE course. Based on advisory committee feedback, more opportunities are offered through course work to develop employable skills.</p>
--	---

<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>In response to advisory committee feedback, the course delivery will employ a HyFlex model. Many courses are online, but not all students benefit from online learning, especially a social profession, such as teaching. HyFlex is offering courses in-person, while livestreaming, and being recorded. Students can access the course via the option that best suits their needs.</p> <p>The program has a strong communication with providers in-district and out-of-district.</p> <p>NAEYC accreditation supports best practices and will be a guidepost for education, nationally. Being NAEYC accredited ensures programs are adhering to best practices and effective teacher preparation, not only in the state of Illinois, but across state lines.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes, there are dual credit opportunities. The following high schools offer IVCC's ECE 1203 – Creative Activities course: Ottawa High School, Ottawa, IL LaSalle-Peru Area Career Center – LaSalle, IL Seneca High School, Seneca, IL</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?  (Highlighted portion needs an answer)</p>	<p>During the first two semesters, work-based learning opportunities are integrated into the curriculum through:</p> <ul style="list-style-type: none"> <li>• Observations;</li> <li>• Infant/Toddler Environmental Rating Scale</li> <li>• interviewing professionals in the field</li> <li>• Guest speakers from the profession</li> </ul> <p>During the third and fourth semesters, work-based learning opportunities are integrated into the curriculum through</p> <ul style="list-style-type: none"> <li>• Lab hours and practicum/student teaching;</li> <li>• Screening and evaluations using Ages and Stages and Environmental Rating Scales.</li> <li>• interviewing professionals in the field</li> <li>• Guest speakers from the profession</li> </ul> <p>The quality of the program is improved through exposure to real world decision-making processes. These opportunities could be improved by offering more hands-on experiences in classroom settings.</p>
<p>3.9 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).</p>	<p>Industry accreditation is not required for this program. IVCC has chosen to voluntarily participate in NAEYC accreditation. IVCC is up for renewal March 2022.</p>

<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Illinois Gateways Credentials are embedded within this program:</p> <ul style="list-style-type: none"> <li>• Early Childhood Education Level 2 Credential</li> <li>• Early Childhood Education Level 3 Credential</li> <li>• Infant/Toddler Level 2 Credential</li> <li>• Infant/Toddler Level 3 Credential</li> <li>• Illinois Director Credential Level 1</li> </ul> <p>Illinois ECE and Infant/Toddler Level 4 Credential (AAS degree)</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No, but there are possibilities to create apprenticeships in the local early childhood workforce. The ECE program coordinator has been researching successful ECE teacher apprenticeships in other states. This is a promising opportunity in the future.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>National Louis University (NLU)</p> <ul style="list-style-type: none"> <li>• Direct To Success option– acceptance of AAS in full.</li> </ul> <p>Illinois State University</p> <ul style="list-style-type: none"> <li>• traditional option (AA) with articulation of one additional course beyond IAI major courses approved.</li> </ul> <p>Northern Illinois University</p> <ul style="list-style-type: none"> <li>• traditional option (AA or AS) with articulation of one additional course as a general elective, rather than course to course.</li> </ul>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The NLU partnership was formed since the last review. This all-online option has been an option for place-based students.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Full- and part-time faculty participate in college-wide in-services and development days, as well as workshops delivered by IVCC’s Center for Excellent Teaching, Learning, and Assessment (CETLA). All full-time faculty are allotted \$1,000 in professional development funds each year. In addition, both adjunct and FT faculty are kept abreast of IL Gateways and statewide (IBHE, IDHS, ISBE) changes so that they can better prepares students for careers.</p> <p>FT faculty participate in NAEYC’s Professional Learning Institute.</p> <p>Full time and part time faculty need additional professional development in data collection systems to engage more faculty to document student and program outcomes.</p>

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<ul style="list-style-type: none"> <li>• OWL camera to offer HyFlex format</li> <li>• LMS- Blackboard</li> <li>• Laptop (headphones) loans (optional)</li> <li>• Webcams for offices/classrooms as needed</li> <li>• Video subscription Videatives</li> <li>• ACCESS Think Tank provided links and descriptors of free video clips</li> <li>• Adobe Spark</li> <li>• Wakelet</li> <li>• Free Canvas site</li> <li>• Repository California and Illinois</li> <li>• Zoom (pro-accounts)- to offer virtual meetings</li> <li>• Higher Education Forum</li> <li>• ACCESS</li> <li>• SKIP calls</li> <li>• Listserv- Natural Resources, Faculty Finds, Baby Talk</li> </ul>
<p>3.17 What assessment methods are used to ensure student success?</p>	<ul style="list-style-type: none"> <li>• IVCC has rubrics where students can view feedback, identify competence, and improve areas of weakness.</li> <li>• Questioning/feedback from instructor in classroom and early childhood settings</li> <li>• Written and video recorded assessments</li> <li>• Case study scenarios</li> <li>• Observations</li> <li>• Application of skills through video recordings or observations</li> <li>• Demonstration of teaching: in classrooms with children, micro-teaching in college classrooms, or virtual submissions of recordings</li> <li>• Planning and implementing learning plans</li> <li>• Child assessment plan</li> <li>• Site evaluations</li> </ul>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>The Program Coordinator has analyzed some of these measures as part of the annual performance assessments. Discussions during ECE faculty meetings are held and information is shared.</p> <p>The Program Coordinator has shared assessment measures with dual credit partners to ensure continuity of assessment. Results are shared with ECE advisory committee.</p> <p>Rubrics within courses are tied to program outcomes and Gateways competencies.</p> <p>NAEYC’s Professional Standards and Competencies are embedded throughout the program. Data is collected and analyzed for program improvement.</p>

<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<ul style="list-style-type: none"> <li>● 2015 -2016 EPPI Grant             <ul style="list-style-type: none"> <li>○ Articulated courses and revised content with ISU</li> </ul> </li> <li>● 2017- aligned to Gateways competencies.</li> <li>● IAI courses             <ul style="list-style-type: none"> <li>○ ECE 2005 – Exceptional Child</li> <li>○ ECE 1027 – Child, Family, School, Community</li> </ul> </li> <li>● Tied learning outcomes to rubrics in Blackboard.</li> <li>● Required more practice time prior to application of skills.</li> <li>● Removed all standardized exams from ECE courses and replaced with project-based demonstration of competence.</li> <li>● Added more opportunities for self-reflection.</li> </ul>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>A student satisfaction survey administered in fall 2020 shows students report being effectively prepared for employment. In addition, students report engaging in hands-on experiences helped prepare them for work with young children. They found the following experiences beneficial:</p> <ul style="list-style-type: none"> <li>● Opportunities to speak in front of the class</li> <li>● Mock parent-teacher interviews</li> <li>● Mock interviews</li> <li>● Micro-teaching</li> <li>● Learning Center Set-Up</li> <li>● Self-reflection</li> <li>● Recording themselves and having opportunities to reflect, privately, and then with peers/instructor.</li> <li>● Interviews with professionals/guest speakers</li> <li>● Practice using the Environmental Rating Scales</li> <li>● Walking through Gateways Registry process</li> </ul>
<p>3.21 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected through the deployment of a student feedback instrument via the college’s LMS, Blackboard.</p> <p>The program coordinator also sends out an anonymous survey to all students in ECE courses, including capstone students.</p> <p>Students, upon completion of a credential or degree, can choose to contact the program coordinator, using their personal email. That email is added to a “Graduate List.” Information can be sent out to graduates through this list and graduates can stay in contact with the program.</p>

<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers serve on the ECE advisory committee. Their voices are centered in advisory committee meetings. They suggest curricular changes and program improvements. The program coordinator sends out a “Job Posting” flier to all employers. Completed job postings are posted in all ECE courses under the Job Postings tool link in Blackboard. Employers serve as observation and field experience placements.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee shares information from the field. Their voices take priority when determining next steps related to curriculum development. The advisory committee has recommended course offerings and modalities. Changes have been made accordingly.</p> <p>Engagement could be improved if the opportunity to pay providers to serve on the advisory committee were possible.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates?</p>	<p>Employers are generally satisfied.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>The Program Coordinator sends out an anonymous survey to all employers in our district.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Actions to be completed during the upcoming review cycle include:</p> <ul style="list-style-type: none"> <li>• Determine ways to increase marketing to provide positive communications about the ECE profession with new transfer options.</li> <li>• Increase family childcare representation on the advisory committee.</li> <li>• Continued connections with providers and dual credit partners.</li> </ul>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<ul style="list-style-type: none"> <li>● Lack of financial aid and the Gateways Scholarship process can limit students from attempting higher education.</li> <li>● DCFS requirement – industry has lower requirements to become teacher qualified</li> <li>● Lack of seamless transition to university</li> </ul>	

<b>Performance and Equity</b>					
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	Early Childhood Education				
CIP Code	19.0709				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
AAS.ECE	41	33	32	25	28
AAT.ECE	3				
CERT.ECE.GTWL2	13	12	6	0	3
CERT.ECE.GTWL2.IT				2	1
CERT.ECE.GTWL3	3	5	4	2	0
CERT.ECE.GTWL3.IT				2	0
<b>Number of Completers</b>					
AAS.ECE	3	6	3	3	3
AAT.ECE	1				
CERT.ECE.GTWL2	7	7	7	0	1
CERT.ECE.GTWL2.IT				2	2
CERT.ECE.GTWL3	1	0	4	2	1
CERT.ECE.GTWL3.IT				1	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	Completers are eligible for employment or transfer to four-year institutions.				
What disaggregated data was reviewed?	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.				
Were there gaps in the data? Please explain.	A majority of the students in this program are female and white.				
What is the college doing to overcome any identifiable gaps?	The college will continue to expand recruitment opportunities to overcome these gaps.				
Are the students served in this program representative of the total student population? Please explain.	The ECE program reflects a high percentage of female students in comparison to the total student population. No, the program does not at this time reflect the overall demographics of the area.				
Are the students served in this program representative of the district population? Please explain.	Although, ninety-eight percent of the field is female, the student population does not reflect the district.				

<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	<p>The Early Childhood Education program serves an important purpose in the community by helping to improve the education and quality of the ECE workforce. The workers are deemed essential.</p> <p>Most students secure employment in the field prior to completion of credentials/degrees and required pathways to continue higher education/industry requirements.</p> <p>The ECE program coordinator works to recruit students pursuing work with young children through credential/degree completion and transfer options.</p>
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Program Coordinator will remain engaged within the field, with employers, high schools, state regulatory and advisory groups, and students in order to build enrollment and adapt to changes.
<b>Resources Needed</b>	Funding to remain engaged in local, regional, state, and national processes.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The Early Childhood Education program coordinator and Dean of Humanities, Fine Arts and Social Sciences are responsible for completing and implementing any modifications.

<b>Career &amp; Technical Education</b>				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	AY2016-2020			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Industrial Maintenance	Cert	28.5-32	47.0303	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?	<p>The Industrial Maintenance program prepares multi-skilled individuals to assemble, install, troubleshoot, repair, and modify machinery and automated equipment.</p> <ol style="list-style-type: none"> <li>1. Carry out career objectives using software and equipment found in modern industry.</li> <li>2. Develop diverse technical skills required for the competitive technical industry.</li> <li>3. Demonstrate professional soft skills essential for long-term employment.</li> <li>4. Provide students with industry-recognized credentials.</li> </ol>			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	<p>On average, less than 20% of students have been completing the industrial maintenance certificate. Achievement of program objectives are measured/assessed through:</p> <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Students performing tasks or labs successfully</li> <li>3. Quizzes</li> <li>4. Discussions with industry and advisory boards, and</li> <li>5. Internal program reviews.</li> </ol>			
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?	The previous program review did not recommend any changes.			
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.	<p>Steve Gibson – Program Coordinator and IVCC Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President of Academic Affairs</p> <p>The program coordinator developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.</p>			

	The Dean and Associate Vice President of Academic Affairs evaluated the effectiveness of the program related to industry and institutional effectiveness.
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory Boards- Industrial Maintenance and Manufacturing, and the Chief Manufacturers Executive Committee.</p> <p>Workforce Development uses the discussions with industrial stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>
<p><b>CTE Program Review Analysis</b></p> <p>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.</p>	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no prerequisites for entry into the program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate has a 28.5 credit hour option and there are optional courses in place for two course requirements. If the students choose Intro to Manufacturing instead of Industrial Safety, it adds 3 credit hours. If students take PLC instead of Motors and Controls, PLC adds .5 credit hours.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	The Illinois Department of Labor Statistics projects an increase for jobs in multiple areas related to the Industrial Maintenance program over the next seven years. They project a seven percent increase for Industrial Maintenance workers and Industrial Electricians, and a two percent increase for Industrial first-line supervisors. Local demand seems to be higher based on conversations with industry leaders.
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 past five years, and the Illinois Department of Labor Statistics suggests an increase in jobs ranging from two to seven percent, depending on the concentration area.
1.3 What labor market information sources are utilized?	Illinois Department of Labor Statistics.

<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The technical faculty visit the area high school career and technical programs to recruit students into the program. The college also arranges for students from the area high schools to tour the college facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs. Dual credit courses and stackable credentials assist students with the transition from the high school to IVCC.</p> <p>The college also hosts a Manufacturing Expo to expose middle school and freshman students to careers and to local manufacturing representatives.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college utilizes an annual internal program review process for each program. During the review process, labor market needs, current and past enrollments, student success, and program costs are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The advisory board and industry partners have encouraged the college to offer options for cross-training due to the unique needs of regional employers. The result of the conversation was the development of three stackable certificates. The college’s internal approval process has reviewed all three offerings and has approved two of them. There will be a second look in fall 2021 to move forward with the third certificate.</p> <p>The first certificate contains 16 credits of courses that have been deemed necessary for a stand-alone option. The second is a 30-credit hour certificate that allows for 5 credit hours of technical elective credit. The third is a 45-credit hour certificate the allows for 15 credit hours of technical electives. All three certificates will be stackable into the Engineering Technology AAS degree.</p> <p>The changes allow the college to fulfill its dedication to offer stackable certificates and multiple pathways for success. The AAS degree is also part of the college’s agreement with Northern Illinois University’s 3+ 1 program for a Bachelor degree in Applied Manufacturing Technology.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data is reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses associated with holding live work-based labs.</p> <ul style="list-style-type: none"> <li>• Much of the cost associated with the program is in the form of salary. The salaries for two full-time faculty members are accounted for in the Industrial Maintenance budget. Consumable supplies and software account for another \$1000-\$2,000.</li> <li>• The Industrial Maintenance program can be costly, but it is in-line with other high-demand technical programs at the college.</li> <li>• This structure generates no additional costs to the college. Costs are incurred within the respective programs.</li> <li>• Costs are primarily paid from the college’s General Education 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.</li> </ul>
<p>2.2 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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college plans to use strategic scheduling to efficiently utilize section offerings and continue to bolster enrollment by increasing recruiting efforts. Efforts will be made to help the community understand the newly developed stackable certificates and degree.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The courses within the program utilize a lab fee (\$70-\$85) to offset the cost of instructional and maintenance supplies as well as diagnostic software.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone that applied last fiscal year.</p>

2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program will make slight modifications to limit the number of duplicate low enrollment sections.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	<ul style="list-style-type: none"> <li>• Many pathways for student completion, enabling students to prepare for a career in local industry and still receive a credential from the institution.</li> <li>• Availability of modern equipment</li> </ul>
3.2 What are the identified or potential weaknesses of the program?	Local industry need requires schedule flexibility. This has led to the underutilization of sections and an increased cost of the program. A lack of qualified adjunct instructors leads to overload pressure among full-time faculty.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	<p>Traditional format: Face-to-face classroom and lab classes.</p> <p>Since there is only one delivery method for the Industrial Maintenance courses, success rate comparisons are not needed.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>The Industrial Maintenance program is not currently part of a program of study as defined by Perkins V or ICCB. The process of building a program of study framework has begun. The Industrial Maintenance program of study will be complete in FY22.</p> <p>A. The program coordinators and dean meet annually, with industry leaders, to determine skillsets and appropriate outcomes for students.</p> <p>B. Industrial Maintenance courses have embedded employability skills that model employee skills (timeliness, professionalism, etc.). Job placement services are offered through IVCC's Career Services office.</p> <p>C. Industry leaders participate in class activities as guest speakers. Industry members participate in program decision making via advisory boards.</p> <p>D. Each course is designed to help students learn general technical skills from the beginning and transitions to more specific repair, diagnostic, and installation skills. The program certificates also increase in specificity by beginning with a stand-alone 16-credit certificate. This certificate exposes students to the basic skills needed in industry. The next two certificates are designed to allow students to be very specific about their career pathway by providing technical elective options.</p> <p>E. The program offers multiple entry and exit points, by which students can obtain skills to begin entry-level employment. The Industrial Maintenance program will offer three stackable certificates and an AAS degree (Engineering Technology). There is a 3+1 option with Northern Illinois University for the Engineering Technology degree. Dual credit courses exist for the following supporting programs: welding, electricity, and manufacturing.</p> <p>F. Three certificates and an AAS degree are available</p> <p>The program could be improved by offering foundational and employment skills continually throughout the program.</p>
--	---

---

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The program does not currently meet the definition of a career pathway program. The college needs to offer support for individuals trying to decide their career path. The college needs to include individualized pathways with short-term training options as well. The college is working diligently to incorporate IET/ICAPS options as well.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The soon-to-be-implemented stackable certificates are a great option for students. The technical elective options also give students the ability to gain skillsets in areas specific to their career goals.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are many dual credit opportunities for students: WLD 1209 (LaSalle-Peru Area Career Center), WLD 1200 and 1201 (LaSalle-Peru Area Career Center, Streator HS, Seneca HS, and Putnam County HS), MET 1202 (LaSalle-Peru Area Career Center), and ELE 1206 (LaSalle-Peru Area Career Center).</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Instructors incorporate projects that introduce students to the requirements of the local and regional industry. Students complete real-world tasks to prepare them for when they graduate. They experience what it means to be accountable for using the skills that they are refining.</p> <p>The support programs could offer more opportunities to complete real-world tasks, with the cooperation of our industry leaders.</p>
<p>3.9 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).</p>	<p>The program does not require accreditation.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students have the opportunity to take each welding course with an embedded AWS test.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Northern Illinois University has a 3+1 program for the Engineering Technology AAS for Manufacturing Technology.</p>

<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>There have been no new partnerships formed.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>All full-time faculty are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The majority of the programs were moved to the new technology facility in 2014. Much of the previous equipment was replaced with state-of-the-art equipment at that time. Since then, additional new equipment has been acquired for the supporting programs, including: a polymer rapid prototyping machine, 10 programmable logic control trainers, a CNC lathe, and 20 multi-process welders.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Multiple methods of formative assessment, including discussion, direct questioning, and immediate response, are used along with competency based assessment and classroom assessments.</p> <p>Discussions with employers included in the advisory boards assess long-term success.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Results are shared at least annually during the internal program review process between the faculty and dean</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>During the first review period, industry stakeholders advised that there was a need for cross-trained individuals. These stakeholders included employers of past and present students. Employers expressed that the skills needed for their respective positions required diverse technical skillsets. The solution was to develop three stackable certificates with an increasing number of technical elective options. There were many instances where students would take the courses need for employment and leave without completing a post-secondary credential. The changes should increase the number of students that receive a credential.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Very satisfied based on past surveys.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected through survey research done every few years.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The Industrial Maintenance advisory board, as well as the Chief Manufacturing Executive Committee, are directly involved in evaluating the budget, curriculum changes, and equipment purchases.</p>

<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. The current format allows for stakeholder engagements up to 10 times each year. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Prior to the extensive curriculum changes during fiscal year 2021, employers were suggesting opportunities for cross-training. Data is being reviewed as students complete the new format to gauge success of the new framework.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>The college surveys local employers every few years to determine if they are satisfied with the graduates. Discussions with employers annually help determine whether employers are satisfied with graduates.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The framework for the certificate was modified during the review period based on discussion with the advisory boards and analysis of the annual program reviews. Two other stackable certificates are being added, and the certificates stack into the Engineering Technology AAS degree. The new framework allows students to receive an academic concentration in one of the support programs, while allowing cross-training within the other connected technical programs.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>Retention is a significant barrier. The student employment success was there, but the program requirements were not aligned with industry and student need. During this review cycle, the college realigned the requirements with stakeholder need.</p>	

<b>Performance and Equity</b>					
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	Industrial Maintenance				
CIP Code	47.0303				
	AY2016	AY2017	AY2018	AY2019	AY2020
Number of Students Enrolled	31	36	30	28	28
Number of Completers	7	5	12	5	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data shows that many students leave the program before they receive a post-secondary credential. Many times, this occurs because they are hired in a related career, or they receive the skillset necessary to move up in their current role before meeting college requirements for certification.				
What disaggregated data was reviewed?	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.				
Were there gaps in the data? Please explain.	There has been a slight decrease in enrollment over the last 5 years. The largest age group affected is 20-25 year olds.				
What is the college doing to overcome any identifiable gaps?	<p>The college has adapted a new marketing plan. There is an increased social media presence. Short videos to market each of the technical programs have been created. The college will resume information sessions for the Industrial Maintenance program, as well as increase the opportunities for prior learning credit. The college will be creating an ICAPS IET for the program to increase the number of underserved students participating in the technology program.</p> <p>The college has increased female student participation the welding program partially because of female engagement in Women in Technology group. Welding is a requirement for the new Industrial Maintenance certificates. Targeted marketing has been developed for these groups to increase female engagement in other technical programs..</p>				
Are the students served in this program representative of the total student population? Please explain.	There are very few female students that currently choose Industry Maintenance as a program of study. There is also a lower number of Hispanic students when comparing to other technical programs.				
Are the students served in this program representative	There are very few female students that currently choose Industry Maintenance as a program of study. There is also a lower number of				

of the district population? Please explain.	Hispanic students when comparing to other technical programs. The 20-25 year old age group has been decreasingly engaged in the Industrial Maintenance program.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	During this review cycle, the Industrial Maintenance program underwent curriculum changes that affected the framework of the certificate. Two new certificates are being added, as well as an AAS pathway with the revamping of the Engineering Technology AAS. Not enough time has passed to determine if the changes were effective at meeting the goals of industry and students. The college will monitor the student enrollments, including demographic data, as well as analyze employer feedback during the next review cycle. Adjustments to the survey process will help the college better understand if it is meeting the program goals.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>A focus during the next review cycle will be recruiting underserved populations (special populations as defined by Perkins V). An ICAPS IET will be created as an added option for underserved populations.</p> <p>The targeted recruiting will commence after the beginning of FY2022. The ICAPS IET is scheduled to begin during the Spring of 2022. A focus during the next review cycle will be recruiting underserved populations (special populations as defined by Perkins V).</p> <p>The college is also working on implementing an CTE adult student advisor to help with retention and student services. Career Center will begin offering the dual credit course during the fall of 2021.</p> <p>During the fall of 2021, the internal college review and implementation process will include the two additional stackable certificates.</p>
<b>Resources Needed</b>	A small portion of the Perkins allocation will be used to develop the ICAPS IET, as well as some of the videos that target special populations.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Targeted recruiting is the responsibility of the office of Community Relations with feedback and support from the office of the Associate Vice President of Academic Affairs. During the review cycle, the Workforce Development division will request feedback from the stakeholders and information will be shared with the Vice President of Academic Affairs.

<b>Career &amp; Technical Education</b>				
<b>College Name:</b>	Illinois Valley Community College			
<b>Academic Years Reviewed:</b>	AY2016-2020			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Technology – AAS.ATO	AAS	72	47.0604	CERT.ATO.BAT CERT.ATO.AAT CERT.ATO.ABS CERT.ATO.DRV CERT.ATO.ENP
Automotive Technology Basic - CERT.ATO.BAT	Cert	27	47.0604	CERT.ATO.ABS CERT.ATO.DRV CERT.ATO.ENP
Automotive Technology – Advanced - CERT.ATO.AAT	Cert	56	47.0604	CERT.ATO.BAT CERT.ATO.ABS CERT.ATO.DRV CERT.ATO.ENP
Brakes, Suspension, and Alignment - CERT.ATO.ABS	Cert	9.5	47.0604	
Drivability - CERT.ATO.DRV	Cert	6	47.0604	
Engine Performance - CERT.ATO.ENP	Cert	12.5	47.0604	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?	<p>The automotive technology program prepares students to maintain successful careers in the automotive service industry. Students must learn to adapt to frequently changing products and repair processes. The program prepares students to complete the following objectives:</p> <ol style="list-style-type: none"> <li>1. Utilize electronic technology to gather information needed to service vehicles.</li> <li>2. Use proper measuring and diagnostic test equipment to service vehicles.</li> <li>3. Select and use proper tools and equipment to service vehicles.</li> </ol>			

	<ol style="list-style-type: none"> <li>4. Inspect, test, and replace defective components.</li> <li>5. Demonstrate proper safety practices.</li> <li>6. Demonstrate commitment to professional growth, self-development, and continuous learning.</li> <li>7. Apply diagnostic knowledge and techniques to restore vehicles to OEM condition.</li> <li>8. Analyze vehicle and diagnostic data in order to make informed repair decisions.</li> </ol>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>The objectives are being met by over 95% of the students. The program objectives are being measured or assessed by the following methods:</p> <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Students performing tasks or labs successfully</li> <li>3. Quizzes</li> <li>4. Applying the objectives when working on customer vehicles</li> <li>5. Delivery of properly serviced and functioning customer vehicles</li> </ol>
<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>The last review highlighted a need to research the viability for additional electric and hybrid vehicle curriculum or diesel coursework. The result of the research led to the decision to move forward with additional diesel programming. During this review cycle, a new automotive instructor was hired with knowledge of diesel technology. He is in the process of developing objectives to support the needs of industry. As more automakers develop electric technology, IVCC will continue to monitor the need to add coursework to balance their diagnostic abilities.</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Art Koudelka – Program Coordinator and Automotive Faculty Richard Marko – Automotive Faculty Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President for Academic Affairs</p> <p>The program coordinator and faculty developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.</p> <p>The dean and Associate Vice President for Academic Affairs evaluated the effectiveness of the program as related to industry and institutional effectiveness.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p>	<p>The automotive technology advisory board plays a key role in decision making with regard to curriculum, equipment, and automotive processes. The advisory board consists of industry professionals, high school and college instructors, career</p>

Also describe their role or engagement in this process.	center leadership, college leadership, industry consumers, and former and current automotive students.  The advisory board meets at least twice per year. They are involved in the budget preparation, equipment allocation, and curriculum development.
<b>CTE Program Review Analysis</b>	
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.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no pre-requisites to enter the automotive program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Automotive Technology Program at IVCC is a Master Automotive Service Technology (MAST) Certified program by the Automotive Service Excellence (ASE) Education Foundation. The ASE Education Foundation requires that automotive students be in classroom or lab/shop instruction activities for a minimum of 1,200 hours. Students are also required to complete 193 – Priority 1 tasks, 133 – Priority 2 tasks, 54 – Priority 3 tasks and 43 – supplemental tasks. In order to meet the hour and task requirements to be an ASE Education Foundation Master Automotive Service Technology program, the Automotive Technology program exceeds 60 credit hours for the Applied Associate Degree.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program?	According to the EMSI 2021 employment data, the need for Automotive Technicians and Bus & Truck Technicians remains high.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to the EMSI employment data, the demand has been pretty steady over the last five years and will continue for the next five years with only a 1% decline in demand.
1.3 What labor market information sources are utilized?	QCEW Employees – EMSI 2021.1 Class of workers for LaSalle, Bureau and Putnam Counties.

<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The automotive technology faculty visit the area high school automotive programs to recruit students into the program. The college also arranges for students from the area high schools, those with and those without automotive programs, to tour the automotive facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs and the automotive program participates. The automotive program coordinator is currently working on adding a Dual Credit automotive class with the area high school programs to provide a gateway for students to move from the high school automotive program to the automotive program at IVCC.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college utilizes an annual internal program review process for each program. During the review process, labor market needs, current and past enrollments, student success, and program cost are reviewed. Additionally, the Curriculum Committee, which meets monthly and is comprised of both faculty and administration, discusses curriculum changes to support the needs of students.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>During the review of the program, it was determined that the program goals/outcomes need to be updated due to changes in the automotive program and our ASE Education Foundation certification.</p> <p>The review also led to addressing the ongoing need for a dual credit course for student pathways and recruiting purposes.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data is reviewed to ensure that the program is being a good steward of the district’s finances. Finally, we look at the costs associated with the courses, including student fee reimbursable expenses associated with holding live work-based labs.</p> <ul style="list-style-type: none"> <li>• Much of the cost associated with the program is in the form of salary. The program operates a live repair clinic which costs around \$40,000 per year, but nearly all of that cost is offset by the parts sales for the repairs. Consumable supplies and software account for another \$16,000-\$22,000.</li> <li>• The automotive program is costly, but it is in-line with the other high-demand technical programs at the college, such as welding.</li> <li>• Costs are primarily paid from the college’s Education 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. The auto clinic cost is offset by repair parts sales.</li> </ul>
<p>2.2 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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college plans to better utilize section offerings and continue to bolster enrollment by increasing recruiting efforts, including a newly developed dual credit course.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The courses within the program utilize a lab fee to offset the cost of instructional and maintenance supplies as well as diagnostic software. There is a required tool list for students as well.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone who applied last fiscal year. The program coordinator has done a great job acquiring discounts, of up to 50%, for tools from multiple sources.</p>

<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The program will make slight modifications to limit the number of duplicate low enrollment sections.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program's strengths?</p>	<ol style="list-style-type: none"> <li>1. ASE Education Foundation Master Automobile Service Technology Certified program for the past 25 years.</li> <li>2. Received very high ratings on our last ASE Education Foundation Certification Review.</li> <li>3. Area employers are constantly requesting our graduates</li> <li>4. Good reputation with area employers</li> <li>5. High placement rate (95% over the last five years)</li> <li>6. High satisfaction rate with past graduates</li> <li>7. Highly trained Automotive faculty</li> <li>8. Both faculty are Master ASE Certified Technicians</li> <li>9. Both faculty are ASE L-1 Advanced Engine Performance Certified</li> </ol>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>A potential weakness of the program is a lack of classes on maintenance and repair of diesel vehicles. The automotive advisory board has recommended implementing such classes.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional format: Face-to-face classroom and lab classes.</p> <p>Since there is only one delivery method for the automotive courses, success rate comparisons are not needed.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>The automotive technology program meets the requirements for a Program of Study (POS) as per Perkins V and ICCB. We are continuing to refine the POS, and the automotive POS is a focus for the FY22 Perkins V grant application.</p> <ul style="list-style-type: none"><li>A. The automotive program incorporates academic and professional goals into the curriculum. Students prepare for professional working relationships. They follow rigorous standards that have been adopted from the Automotive Service Excellence Education Foundation.</li><li>B. Students are accountable for academic, employability, and technical competencies. These standards are embedded within the accrediting body program goals (ASE Education Foundation).</li><li>C. The advisory board advises the leadership what content needs to be covered and what competencies should be made.</li><li>D. Students have the opportunity to complete general automotive courses, in high school, and will soon have the opportunity to complete a dual credit offering at the area career center. Students learn competencies in their first year and move toward implementation during their second year.</li><li>E. There are five stackable certificates offered in the program, as well as an AAS degree. Students can leave to gain employment after gaining a certificate and return later to increase their skill set. There are two transfer agreements, one with Southern Illinois University (2+2) and one with Northern Illinois University (3+1).</li><li>F. Students complete three safety and environmental certificates. They are also prepared to sit for the ASE tests. There are five stackable certificates offered in the program, as well as an AAS degree.</li></ul> <p>An area of focus during the next review cycle will be the secondary education content for program of study. The offering of a credit course at the secondary level is a priority. There is currently support coursework being conducted at area high schools and the career center.</p>
--	--

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>A. The automotive program uses ASE Educational Foundation standards to align the curriculum with industry needs. We biannually meet with industry leaders to determine skillsets and appropriate outcomes. The program is tailored to prepare students for the ASE credentials. They receive one year of work experience for the two-year requirement by completing the advanced certificate or the AAS degree.</p> <p>B. The program has five stackable certificates and an AAS degree. The degree is transferable for a 2+2 degree at Southern Illinois University - Carbondale. There is also a 3+1 option with Northern Illinois University. Students can begin taking foundational courses in high school as well.</p> <p>C. Our dual credit coordinator works with high school students using Career Cruising, and IVCC hosts an exploration event called Career Expo. Students spend time participating in hands-on activities to explore many different careers, including automotive.</p> <p>D. Students participate in an auto clinic, where they complete repairs on customer vehicles. They also must complete a service management course that contains career objectives. Industry leaders also participate in class activities as guest speakers. job placement services are offered through IVCC's Career Services office. The college offers students who participate in foundational automotive courses six credits worth of tuition waivers for their second year.</p> <p>E. The program offers multiple entry and exit points, by which students can obtain skills to begin entry-level employment.</p> <p>The program could be improved by offering foundational and employment skills continually throughout the program. The new dual credit offering will help to offer early college credit.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The live automotive clinics offer students real-life work experience. The students must complete work on customer vehicles under the guidance of the instructors. The whole process is very similar to dealership or independent shop management.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>In the near future, ATO 1250 – Engine Performance – will be offered as a dual credit class at the LaSalle-Peru Area Career Center and at Ottawa High School, with the possibility of expanding ATO-1250 as a dual credit course at Streator, Seneca and Hall high schools.</p>

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Many of the courses offer customer vehicle repair projects for students to work on. Additionally, ATO 2270 – Service, allows the students to work in the shop in an industry type setting.</p> <p>Working on customer vehicles is a great benefit for the students. The students have to use the knowledge and skills that they have learned in the class to diagnose and repair customer vehicles.</p>
<p>3.9 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).</p>	<p>Industry accreditation is not required.</p> <p>Illinois Valley Community College’s Automotive Technology program has been an ASE Education Foundation (NATEF) Certified Master Automobile Service training program for over 25 years.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The following industry-recognized credentials are embedded within this program:</p> <ul style="list-style-type: none"> <li>S/P2 – Automotive Service Safety certificate</li> <li>S/P2 – Automotive Pollution Prevention certificate</li> <li>S/P2 – Supervisor’s Course certificate</li> <li>S/P2 – Ethics and You in the Automotive Industry certificate</li> <li>S/P2 – Preparing a vehicle for service and working with customers certificate</li> </ul>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are two transfer agreements currently in place for the automotive program. Southern Illinois University Carbondale has a 2+2 capstone program in place for the Automotive AAS degree. Northern Illinois University has a 3+1 program for the Automotive AAS for manufacturing technology.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>There have been no new partnerships formed.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Both automotive faculty are required to attend a minimum of 20 hours of training per our ASE Education Foundation (NATEF) certification. Most years, both automotive faculty attain between 30 and 35 hours of training from the Illinois Automotive Instructors’ Association. All full-time faculty are allotted \$1,000 in professional development funds each year.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The status of the technology and equipment is good. The automotive technology program coordinator reviews the program’s technology and equipment yearly to determine if updates are needed and if equipment needs to be replaced. This is also a major role of the automotive advisory board.</p>

3.17 What assessment methods are used to ensure student success?	Multiple methods of formative assessment, including discussion, direct questioning, and immediate response, are used along with competency based assessment and classroom assessments.
3.18 How are these results shared with others at the institution for continuous improvement?	Results are shared at least annually during the internal program review process between the faculty and dean.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The faculty have been increasing the amount of competency based assessment, which has improved the students skill level and understanding.
3.20 How satisfied are students with their preparation for employment?	Very satisfied based on past surveys.
3.21 How is student satisfaction information collected?	The Automotive Technology program mails a survey, every few years, to past graduates in order to evaluate the program's effectiveness.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Automotive Technology advisory board includes local business owners and area dealership service managers. The advisory board is directly involved in evaluating our budget, curriculum changes and equipment purchases.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>The advisory board evaluates the automotive technology program during the self-evaluation, which is done every 2.5 years, for our ASE Education Foundation (NATEF) certification. During this self-evaluation, the advisory board makes suggestions to improve the program.</p> <p>Engagement can be improved by increasing the number of technicians and dealership and independent shop owners on the advisory board.</p>
3.24 How satisfied are employers in the preparation of the program's graduates?	Very satisfied based on past surveys.
3.25 How is employer satisfaction information collected?	The Automotive Technology program surveys local employers every few years to determine if they are satisfied with the graduates from IVCC's Automotive Technology program.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	During the review of the program, it was determined that the program goals/outcomes need to be updated due to changes in the program and the ASE Education Foundation certification. Assessing the needs for dual credit and secondary program partnership will continue, along with monitoring the need for alternative fuel curriculum.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	

<b>Performance and Equity</b>					
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	Automotive Technology				
CIP Code	47.0604				
	AY2016	AY2017	AY2018	AY2019	AY2020
<b>Number of Students Enrolled</b>					
AAS.ATO	61	55	41	29	27
CERT.ATO.BAT	51	47	31	20	27
CERT.ATO.AAT	35	38	25	17	27
CERT.ATO.ABS	28	35	25	16	25
CERT.ATO.DRV	27	32	23	15	24
CERT.ATO.ENP	31	33	24	16	23
<b>Number of Completers</b>					
AAS.ATO	4	8	6	2	2
CERT.ATO.BAT	5	22	11	4	7
CERT.ATO.AAT	5	19	9	4	6
CERT.ATO.ABS	6	24	11	4	6
CERT.ATO.DRV	6	19	10	3	6
CERT.ATO.ENP	6	23	11	4	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	<p>The data shows that many of the students that begin the program are lost before they receive a credential, but not before they become CTE concentrators. There is also a disconnect between students who complete the necessary requirements for a credential and those that apply for it.</p> <p>The data also shows that the demand for skilled technicians for the local industry is not being met by the automotive technology program.</p>				
What disaggregated data was reviewed?	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole and the various individual SOC codes was also compared.				
Were there gaps in the data? Please explain.	Although there was a decrease in enrollment nearly every year of the review, it was not proportional. The largest enrollment drop is from the 26-30 age group. This dropped from a high of 12 students in FY16 to 1 student each for FY19 and FY20. This trend is similar when compared to enrollment status. The number of students enrolled part-time or half-time decreased significantly since FY16.				

What is the college doing to overcome any identifiable gaps?	The college has adapted a new marketing plan. There is an increased social media presence. Short videos to market each of the technical programs have been created. The college will resume information sessions for the automotive technology program, as well as increasing the opportunities for prior learning credit. The college will be creating an Integrated Career and Academic Preparation System Integrated Education Training (ICAPS IET) for the automotive technology program to increase the number of underserved students participating in the automotive technology program.
Are the students served in this program representative of the total student population? Please explain.	<p>The automotive technology program had more full-time enrolled students as compared to the college at large (60-77% vs 55-57%).</p> <p>There were fewer Black or African American students in the automotive program during the last review than the college at large.</p> <p>The decrease in Hispanic student participation during this review period is not proportional to the loss in Hispanic student population of the college at large. There was a larger decrease in Hispanic students participating in the automotive technology program.</p>
Are the students served in this program representative of the district population? Please explain.	Hispanic and Black or African American students are underserved in the automotive program.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	<p>The program has an established Program of Study and a pathway for traditional and non-traditional students. There are six stackable credentials, as well as two articulation agreements.</p> <p>There needs to be a focus on recruiting, and the enrollment data shows that retention is also an issue. The data shows attrition based on the number of completers for the last five years.</p>
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>A focus during the next review cycle will be recruiting underserved populations (special populations as defined by Perkins V). an ICAPS/IET will be created as an added option for underserved populations. Finally, the dual-credit course will be solidified and already established relationships with secondary stakeholders will be strengthened.</p> <p>The targeted recruiting will begin after the beginning of FY 2022. The ICAPS/IET is scheduled to begin during the Spring of 2022. The Area Career Center will begin offering the dual credit course during the fall of 2021.</p>

	The college is also working to implement an adult CTE advisor to help with retention and student services.
<b>Resources Needed</b>	A small portion of the Perkins allocation will be used to develop the ICAPS/IET, as well as some of the videos that target special populations.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The division of Workforce Development will be responsible for implementing the curriculum changes. There will be a shared responsibility for marketing among Workforce Development, Academic Affairs, Community Relations and Marketing Office, and the Foundation Office.

<b>Career &amp; Technical Education</b>				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	AY2016-2020			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Medical Assistant	Cert	29.5	51.0801	
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?	<ol style="list-style-type: none"> <li>1. To prepare competent, entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains.</li> <li>2. Perform the skills of a medical assistant under the guidance of a supervising physician as evaluated by successfully completing a clinical practicum with a grade of 78 or higher.</li> <li>3. Demonstrate knowledge of medical assistant responsibilities in office management and patient care as demonstrated by a grade of 78 or higher on a mock CMA certification exam.</li> <li>4. Interpret verbal and written communication relevant to safe and effective medical office and patient care practices as demonstrated by a grade of 78 or higher on the CMA-1200 exam for "Therapeutic Communication Skills".</li> <li>5. Comply with ethical, legal and professional guidelines as a member of a health services profession as demonstrated by successful completion on the CMA-1210 exam "Medical Law and Ethics" with a grade of 78 or higher.</li> <li>6. Use computer programs to perform office clerical skills as demonstrated by successful completion of administrative practicum with a grade of 78 or higher.</li> </ol>			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The goals are assessed as Met/Not Met using graded rubrics or exam scores outlined in the course syllabus where appropriate. To date, all six goals were met by the cohort that graduated in December 2020. Data is gathered for each cohort, and shared with communities of interest at the annual advisory board meeting or upon request.			

<p><b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>N/A – new program as of 2020</p>
<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.</p>	<p>Kaity Ritter, CMA – Program Coordinator and Faculty Dr. Jennifer L. Grobe – Director of Nursing</p> <p>The team worked to review the program materials and student feedback data from the past year. The review resulted in recommendations for minor curricular changes from the initial cohort in order to continue to produce quality educational outcomes. Data was gathered by Ms. Ritter and the report was assembled by Dr. Grobe. A CMA advisory board meeting was held recently and the results of the review were presented.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.</p>	<p>Stakeholders and participants included: Pam Butler, RN, Clinical Manager of the Healthcare Centers at Morris Hospital Carrie McCormick, RMA (AMT) IVO Cari Bedeker, OSF HealthCare Lisa Witalka, IVCC, Career Services Samantha Judge, OSF Healthcare Medical Group Ottawa Jim Moskalewicz, IVCC Counseling Center Marla Beatty, Perry Memorial Quintin Overocker, IVCC Director of Admissions &amp; Records Dwayne Mentgen, LaSalle-Peru Area Career Center Aseret Loveland, IVCC Assistant Director of Admissions &amp; Records Bonnie Campbell, IVCC Associate Vice-President for Academic Affairs Susan Monroe, IVCC Dual Credit Coordinator Dr. Jennifer Grobe, IVCC Director of Nursing Programs, Health Professions Kaity Ritter, IVCC CMA Program Coordinator, Faculty</p> <p>The stakeholders participated in the advisory board meeting, assisted in recruitment or retention, or directly connected with students or instructors at some point in the past year. The advisory board is active in creating a positive environment for the students. The group also reviewed and analyzed data for this report.</p>

<b>CTE Program Review Analysis</b>	
<p>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.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There aren't any prerequisites for the course. Co-requisite courses (ALH 1001 Terminology of the Health Field and BIO 1200 Human Body Structure &amp; Function) were not analyzed during this review. Students may take these courses at any time in their educational career in pursuit of the certificate.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Medical Assistant certificate is 29.5 credit hours.</p>
<b>Indicator 1: Need</b>	<b>Response</b>
<p>1.1 What is the labor market demand for the program?</p>	<p>Currently, there are 140 jobs in 2021 with a projected decrease of 4 percent for LaSalle, Bureau, and Putnam counties.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand has remained steady for the past five years with a slight increase related to the current global pandemic. The next five years has a projected 4 percent decrease, which is less significant in this region due to the current high demand and the limited admissions to the program.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level EMSI earnings by industry.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Recruitment is done in conjunction with the admissions office, counseling center, and Community Relations office through advertising, promotional events, and student counseling. Examples include:</p> <ul style="list-style-type: none"> <li>-Radio ads</li> <li>-Podcasts streamed on IVCC's website</li> <li>-Website information</li> <li>-Communities of Interest</li> <li>-Advisory Board</li> <li>-Career fairs and posting through school counselors</li> <li>-ICAPS and Adult Education cooperatives</li> </ul>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Curriculum changes are determined between the Program Coordinator and the Director of Nursing Programs, Health Professions. Changes are reviewed by the Curriculum Committee. The Curriculum Committee submits approved changes to ICCB for review. The Curriculum Committee reports to the Teaching and Learning Committee, which reports to the Strategic Leadership and Planning Council.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No. IVCC's CMA program has only been active for one year, having admitted the first cohort in January 2020.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>Costs include faculty salaries and instructional supplies. Costs for the CMA program are currently lower than the costs for other 30-credit certificates offered, due to the newness of the program.</p> <p>Costs for this program are paid for through tuition, fees, and state and federal funding. A minimal amount of Perkins grant dollars was used to purchase instructional supplies.</p>
<p>2.2 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.</p>	<p>Grant funding through the Perkins grant is minimal.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The program continues to expand in the second year, with the goal of admitting 15 students per cohort. Currently, only 10 students are admitted per cohort, with only one cohort admitted per year. The advisory board was asked to consider a day-time fall start option in addition to the evening spring start option. Cost-benefit analysis is underway.</p>

<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Total tuition and fees: \$6,075          Books and supplies: \$2,065          Other requirements: \$400-600 (health requirements including immunizations, physical exams, urine drug screenings, CPR certification, background screenings, etc.)          Total: \$8540 - 8740</p> <p>There are 12 health care specific scholarships available through the IVCC Foundation. Financial aid is available to those who qualify through the financial aid office. The CMA program is currently offered through evening courses. Ninety percent of enrolled students work in the health care industry while attending classes. Many students are provided educational assistance through their employer in exchange for an extended contract.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No modifications were made at this time, since the CMA program has only been active for one year.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program's strengths?</p>	<p>The program educates students for entry level, well-paying jobs that are abundant in the community.          The program allows for didactic and hands-on learning that appeal to a wide audience.</p> <p>The program has support from the communities of interest. Leaders in health care support the program goals through scholarships, educational assistance, and externship opportunities.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The program currently has limited enrollment and only one start date per calendar year. There is only an evening courses option for students. The program has only one full-time program coordinator/faculty, therefore collaboration consists of that person working with the Director of Nursing.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>The program is delivered in a face-to-face modality with enhanced delivery through Blackboard LMS. Clinical learning occurs during the externship. Labs with hands-on learning are offered as part of the curriculum. The program shifted to an online/hybrid model during the COVID-19 pandemic, however a return to face-to-face instruction is anticipated for Summer/Fall 2021.</p> <p>Because there is limited data, delivery methods have not yet been compared from online (forced delivery method) to face-to-face (preferred delivery method). Future studies are necessary.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Yes, IVCC's Medical Assisting Program is part of a Program of Study as defined by Perkins V and approved by the ICCB.</p> <p><i>(A) incorporates challenging State academic standards:</i></p> <p>The Medical Assisting Program at IVCC is in compliance with all State mandates that govern the standards by which health care programs in the State of Illinois function. Faculty credentials are evaluated in accordance with regional accreditation standards. Faculty maintain professional development in order to remain eligible to instruct in the curriculum. High grading standards and attendance policies are in place to fulfill the required number of classroom and clinical hours upon completion of the program. Since there is not a state licensure for this program of study, the national standards are applied in addition to the approved state health care standards.</p> <p><i>(B) addresses both academic and technical knowledge and skills, including employability skills:</i></p> <p>Lecture hours are incorporated into each class, the length of which are determined by the number of credit hours assigned to each class. In addition, labs and seminars are also scheduled to accompany the lecture. The labs and seminars are held in health care labs where hands on learning is done to further understanding of material presented in lecture. This pattern of class styles is used throughout the Medical Assistant Program and culminates in the student gaining employability skills, accompanied by eligibility to sit for a national certification.</p>
--	---

---

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p><i>(C) is aligned with the needs of industries in the economy of the State, region, or local area:</i>          The Medical Assistant Program at IVCC supplies qualified medical assistants to area health care facilities and businesses who employ RNAs/CMAs. Regional health care trends show a growing demand for more medical assistants. However, the demand far exceeds the supply at this time.</p> <p><i>(D) progresses in specificity:</i>          The Medical Assistant Program at IVCC utilizes a sequenced curriculum model to move students from an introductory level of knowledge to a more complex set of skills necessary to meet the demands of a clinic-based externship according to the MAERB/CAAHEP requirements.</p> <p><i>(E) has multiple entry and exit points that incorporate credentialing:</i>          The Medical Assistant Program has several entrance points. Entry for new students can be through either the pre-requisite or co-requisite track. Students who are unsuccessful in a course can step-out and reenter the program the following year when the course is taught again. Finally, graduation from the Medical Assistant Program results in a certificate and preparation for a national certification as the exit point.</p> <p><i>(F) culminates in the attainment of a recognized postsecondary credential:</i>          Successful completion of the Medical Assistant Program culminates in the student being qualified to sit for the RMA or CMA exam through the AMT or AAMA.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program has a January start and runs for 12 months to December. The program is designed for working adults with courses offered in the evening four nights each week to accommodate day-time work. As the program gains traction, IVCC anticipates adding a day-time section with a traditional fall start. This would allow for certificate completions in December and July.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Dual credit opportunities are available for the co-requisite course, ALH 1001. This course is offered through dual credit at the LaSalle-Peru Area Career Center.</p>

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Work-based opportunities are required in the CMA 1260 Medical Assistant Externship course. This course requires the student to complete 200 hours of learning on-site with a CMA preceptor. The student earns credit in the certificate program while receiving training from a CMA through direct patient contact. All skills learned in the program are reiterated and practiced in the externship. Skills are validated by the preceptor and the course instructor prior to the end of the course. The opportunity to work in a clinic setting with patients while shadowing a professional CMA reiterates the lessons taught throughout the program sequence. The preceptor opportunities include members of the advisory board which provides a direct link to hiring and feedback mechanisms for the program.</p>
<p>3.9 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).</p>	<p>The college is voluntarily seeking accreditation for the CMA program through CAAHEP-MAERB. The accreditation process is 1-2 years in length and has not yet been completed.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Successful completion of the program and receipt of a certificate from IVCC allows the student to sit for a national exam through the Certifying Board of the American Association of Medical Assistants (AAMA) or the American Medical Technologists (AMT). By successfully passing this exam, an individual can then gain the title of Certified Medical Assistant or Registered Medical Assistant.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>To date, six of the December 2020 CMA graduates have taken and passed the AMT exam.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are no certificate to AAS or BS articulations available.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>N/A – this is the first review. Partnerships exist between the college and health care institutions for externships.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Faculty members receive annual professional development funds to be used as they deem appropriate. Ms. Ritter has attended several conferences on the role of the medical assistant, as well as on the benefits of changing pedagogy.</p>

3.16 What is the status of the current technology and equipment used for this program?	Equipment is state of the art. Supplies are ordered annually, as well as when needed. The labs are shared with nursing, phlebotomy, and CNA students. Equipment is clean, up to date, and well maintained. Sharing space and equipment across health care disciplines saves on costs.
3.17 What assessment methods are used to ensure student success?	Exams, quizzes Oral reports Group projects Simulation-based software Online tutorials Lab demonstrations and return demonstration
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are shared in an annual plan that is reported to the Higher Learning Commission upon review. Within the division, best practices and assessment data is shared between instructors utilizing the lab space during four annual meetings of all health care faculty in consultation with the Director of Nursing.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Curriculum is new for this new program; however, recommendations for minor changes for the next cohort were made by the advisory board. Changes in the CMA 1230 Electronic Health Record course were approved by the Curriculum Committee and moved appropriately into three classes, rather than living in a single course. Changes were made to the number of credit hours for lab-based classes to better facilitate learning throughout the extent of the program, rather than grouping the majority of lab-based learning in one semester.
3.20 How satisfied are students with their preparation for employment?	According to the graduate surveys, students shared a positive view of the college, rating their preparation for employment a 9 out of 10.
3.21 How is student satisfaction information collected?	Student satisfaction information is collected through Survey Monkey via a secure, redacted collection method, along with student course feedback surveys administered through the college's LMS, Blackboard.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The active advisory board gathers annually in a formal setting, but also engages in in-formal discussions with the program coordinator or Director of Nursing, as frequently as monthly. Visits to the externship sites, as well as emails sharing information or requesting data, have led to a rich partnership between the college and the area employers. At the most recent advisory board meeting, several employers requested information to share with employees of their institutions .
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory board meets annually to discuss a pre-approved agenda. This process could be improved by requesting agenda items throughout the year and holding meetings every 3-6 months as changes occur.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are highly satisfied with the program.
3.25 How is employer satisfaction information collected?	Employer satisfaction information is collected through Survey Monkey via a secure link with redacted collection. This data, along with detailed discussion at the advisory board meeting, led to the conclusion that the employers were highly satisfied.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	There were no changes as a result of this program review that were not already being considered (curriculum modifications, day-time opportunity, as examples)
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	

<b>Performance and Equity</b>					
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	Medical Assistant				
CIP Code	51.0801				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students Enrolled					12
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.	Since the medical assistant program has only been active since January 2020, there is not enough data to analyze. Student who start the program in January will graduate in December, the next academic year, so the completion rates will not be accurately reflected. The program seeks to maintain enrollment. The current goal is 10-15 students annually.				
What disaggregated data was reviewed?	EMSI CMA Labor Market Data Demographic – 10 <sup>th</sup> Day Fall 2015-2020 Demographic – 10 <sup>th</sup> Day Spring 2015 – 2021 Demographic – 10 <sup>th</sup> Day Summer 2015 – 2020 CMA Course Success 2016 – 2020 Occupational Overview CMA in 8 partial counties				
Were there gaps in the data? Please explain.	There are currently no students identifying as male in the cohort from 2020 or 2021.				
What is the college doing to overcome any identifiable gaps?	A summer health care camp is being offered to middle school and high school students in hopes of growing interest in multiple programs, including medical assisting. All students from the district are welcome. An effort by the Continuing Education department, as well as the Admissions and Records department, to reach out to all students in the district to grow interest in the medical assisting program is underway through advertising, career fairs, and promotional activities.				
Are the students served in this program representative of the total student population? Please explain.	No. While the racial and ethnic makeup of the students in this cohort represented the student body, there were no students who identified as male in the graduating group. This is an opportunity for future growth and recruitment.				
Are the students served in this program representative of the district population? Please explain.	No. While the racial and ethnic makeup of the students in this cohort represented the district, there were no students who identified as male in the graduating group. This is an opportunity for future growth and recruitment.				

<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program has only one year of data. It continues to be reviewed with a close eye for opportunities and changes to increase enrollment, grow partnerships, and meet student needs.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue to move toward voluntary accreditation. The program will seek to grow enrollment in hopes of offering two enrollment options. The program will proceed with minor curriculum changes that were underway prior to this review.
<b>Resources Needed</b>	Program coordinator time and dedication to the changes ahead will be necessary for growth. Continued partnerships with local high schools and employers will provide a pipeline for newly enrolled students. If employers send medical office personnel for additional training to become CMAs, the program will continue to benefit. This plan is underway with one of the largest employers in the area (OSF).
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The program coordinator and the Director of Nursing are responsible for completing or implementing any modifications.

<b>Career &amp; Technical Education</b>				
College Name:	Illinois Valley Community College			
Academic Years Reviewed:	AY2016-2020			
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Truck Driver Training – CERT.TDT	Cert	10	49.0205	
CERT.TDT.ADV.PRO	Cert	16	49.0205	CERT.TDT
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.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The truck driver training program at IVCC combines classroom presentation and hands-on experience that leads to a Class A commercial driver’s license with all endorsements. <ul style="list-style-type: none"> <li>Prepare students to demonstrate safe professional driving</li> <li>Introduce students to different driving career options</li> </ul>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Over 90% of students successfully obtain their Class A commercial driver’s license.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		There were no recommended changes during the last review cycle.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.		Tom Nestler – Program Coordinator and Truck Driver Training Instructor Shane Lange – Dean of Workforce Development Bonnie Campbell –Associate Vice-President of Academic Affairs  The program coordinator and faculty developed and assessed the program objectives. The program coordinator supplied data and information and analyzed the effectiveness of the program outcomes.  The dean and associate vice president of academic affairs evaluated the effectiveness of the program as related to industry and institutional effectiveness.		

<p><b>Stakeholder Engagement</b>          Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Truck Driver Training advisory board plays a key role in decision making with regard to curriculum, equipment, and driving processes. The advisory board consists of industry professionals, drivers, logistics managers, dispatchers, and state law enforcement officers.</p> <p>The advisory board meets annually. They are involved in the budget preparation, equipment allocation, and curriculum development.</p>
--	--

<p><b>CTE Program Review Analysis</b></p> <p>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.</p>
--

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no pre-requisites for the program.</p>
--	---

<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
---	------------

<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
---------------------------------	------------------------

<p>1.1 What is the labor market demand for the program?</p>	<p>The local demand for heavy and tractor-trailer drivers in LaSalle, Bureau, Putnam, Lee, Livingston, Marshall, Grundy, and DeKalb is predicted to increase by five percent over the next four years.</p>
---	--

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>According to EMSI, there has been a steady increase in positions for the last five years and it is predicted to remain steady for the next five years.</p>
---	---

<p>1.3 What labor market information sources are utilized?</p>	<p>EMSI data for QCEW Employees in the eight-county region including: LaSalle, Bureau, Putnam, Lee, Livingston, Marshall, Grundy, and DeKalb.</p>
--	---

<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The Truck Driver Training Coordinator and the Dean of Workforce Development visit the area high schools to recruit students into the program. The college also arranges for students from the area high schools to tour the facilities and to explore the program.</p> <p>In the fall semester, the college hosts a “Career Night” for the technical programs and the truck driver training program participates.</p> <p>The college has radio, social media, and paper recruiting campaigns. The college also works closely with area manufacturers and logistics companies.</p>
---	--

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college utilizes an annual internal program review process for each program. During the review process, labor market needs, current and past enrollments, student success, and program cost are reviewed. Additionally, the Curriculum Committee, which meets monthly and is comprised of both faculty and administration, discusses curriculum changes to support the needs of students.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The college would like to expand the partnerships with local industry and also include representatives from the Secretary of State offices.</p> <p>The college would like to understand the direct needs of industry and the compliance issues from the State perspective.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p style="text-align: center;"><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> <li>• What are the costs to the institution associated with this program?</li> <li>• How do costs compare to other similar programs on campus?</li> <li>• How is the college paying for this program and its costs (e.g. grants, etc.)?</li> </ul>	<p>The process begins by analyzing the demand for the program within the local and regional communities. Employee gap analysis data is analyzed to determine if the program is meeting the demand for workers. Then, enrollment and section utilization data is reviewed. Finally, the college looks at the costs associated with the courses, including student fee reimbursable expenses.</p> <ul style="list-style-type: none"> <li>• The major costs for the program consist of salaries and equipment. There is a full-time coordinator/instructor and several part-time instructors. The college leases two specially equipped tractors and two box freight trailers.</li> <li>• The tuition and fees offset the program costs. This program is somewhat unique in its operation. The courses do not run on the same schedule as other courses and the tuition framework is different. This framework allows the program to generate a small profit.</li> <li>• Costs are primarily paid from the college’s Education Fund. The moneys are generated from tuition and lab fees.</li> </ul>
<p>2.2 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.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college utilizes day and evening time slots for up to 12 students per session. There isn’t room on the current schedule for additional students unless additional equipment (tractors and trailers) are leased. The college plans to examine the current format to determine if adding equipment and instructors is a viable solution to meet the needs of industry.</p>

<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Truck Driver Training consists of three courses. TDT 1201 Truck Driver Training I, TDT 1202 Truck Driver Training II, and TDT 2210 Equipment Refresher Training. TDT 1201 Truck Driver Training I and TDT 1202 Truck Driver Training II are the two courses students need to prepare for their Class A CDL license. These students pay \$373 per credit hour for a total of 10 Credit hours (\$3,730) and \$237 for course fees.</p> <p>Many of the students qualify for federal financial aid, and the college has several program specific and non-specific scholarships available. The foundation was able to award a scholarship to everyone who applied last fiscal year. The program coordinator has done a great job acquiring discounts of up to 50% for tools from multiple sources.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No. The program is currently self-supporting.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program’s strengths?</p>	<p>The program was developed to create reduced student to teacher ratios in order to offer condensed short-term coursework. Students are able to complete the program in five to six weeks. Students can then enter the workforce.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The student capacity is lower than the expected open positions and local demand from industry.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional format: Face-to-face classroom and driving experiences.</p> <p>Since there is only one delivery method for the automotive courses, success rate comparisons are not needed.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB<sup>1</sup>? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>The Truck Driver Training program is not currently approved by ICCB as a program of study as per Perkins V. It is a short-term (five to six week) certificate that consists of two courses. There is an option for an equipment refresher course for drivers who require it. There are no prerequisites, and there is not an option for stacking content. The Class A CDL is a terminating-level state issued license.</p>

<sup>1</sup> Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.5 Does this program meet the definition of a <a href="#">career pathway program</a>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The Truck Driver Training Program meets all but one of the requirements for a career pathway.</p> <ul style="list-style-type: none"> <li>A. The program works with local industry through the advisory board to determine the content to be taught in the courses.</li> <li>B. The courses are constructed to support student learning. There is a very low student to teacher ratio (6:1). The driving experiences have an even lower number at 3:1. There is a support structure in place to help students that do not succeed in passing the state exam the first time.</li> <li>C. The students receive one-on-one advising during the induction and enrollment processes.</li> <li>D. Students are learning skills necessary to be successful in industry as they are learning the driving skills.</li> <li>E. The program is constructed as a short-term 'get to work' program.</li> <li>F. The program is not currently structured to include an IET/ICAPS.</li> <li>G. Students are being prepared to go to work as Class A CDL drivers immediately following the licensing process.</li> </ul> <p>The college plans to include Truck Driver Training in the IET/ICAPS process.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The short-term structure combined with the small class sizes are conducive to high success rates.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>No</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The students spend time hooking and docking trailers, as well as completing pre-drive inspections, at local logistic sites.</p> <p>It would be difficult to implement other content or opportunities into the short sessions.</p>

<p>3.9 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).</p>	<p>Yes, as per the following Illinois Secretary of State regulation, all driving training courses must be approved and accredited by the Secretary of State:</p> <p>TITLE 92: TRANSPORTATION          CHAPTER II: SECRETARY OF STATE          PART 1060 COMMERCIAL DRIVER TRAINING SCHOOLS          SECTION 1060.200 COMMERCIAL DRIVER'S LICENSE AND/OR ENDORSEMENT AND/OR ACCREDITATION</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, the Illinois State Class A CDL.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>The pass rate at the Secretary of State is just over 90 percent.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>No</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Full-time staff are allotted \$1,000 in professional development funds each year. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>New individual trainers were purchased during fiscal year 2021 for students. The program currently leases tractors and trailers in order to continue to use the newest equipment.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Multiple methods of formative assessment, including discussion, direct questioning, and immediate response, are used along with competency based assessment. The state licensing exam is also part of the assessment process.</p> <p>Discussions with employers included in the advisory boards assess long-term success.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Results are shared at least annually during the internal program review process between the faculty and dean.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>The use of individualized trainers for the safety and theory content has improved the efficiency and effectiveness of the permitting process.</p>

3.20 How satisfied are students with their preparation for employment?	Very satisfied based on past surveys.
3.21 How is student satisfaction information collected?	The Truck Driver Training program mails a survey, every few years, to past graduates in order to evaluate the program's effectiveness.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The advisory board is directly involved in evaluating our budget, curriculum changes and equipment purchases.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee informs the college of current industry needs, suggests curriculum changes, and advises of current best practices in facilities and equipment. The current format allows for stakeholder engagements up to 10 times each year. Improvements could be made to increase the accountability of student outcomes. Survey research inquiring about employee satisfaction could help inform whether the changes are successful.
3.24 How satisfied are employers in the preparation of the program's graduates?	They appear to be very satisfied. Many local employers continually contact the program coordinator and visit the classes to recruit our graduates.
3.25 How is employer satisfaction information collected?	The employers have ongoing communication with the program to recruit graduating students.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes, the college is going to implement an IET/ICAPs to meet the program of study requirements for ICCB/Perkins V.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
The largest barrier currently affecting the program is a waitlist for registration. Many times during the year, students have to wait until a session has an open seat due to the program demand.	

<b>Performance and Equity</b>					
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	Truck Driver Training				
CIP Code	49.0205				
	AY2016	AY2017	AY2018	AY2019	AY2020
Number of Students Enrolled					
CERT.TDT	60	51	49	66	57
CERT.TDT.ADV	15	20	16	15	22
Number of Completers					
CERT.TDT	57	41	45	54	42
CERT.TDT.ADV	14	19	13	17	18
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program is very successful in helping students prepare and obtain their Class A CDL license. The students quickly receive credentials, allowing them to begin working within six weeks of starting the program.				
What disaggregated data was reviewed?	Disaggregated enrollment data by age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status was analyzed. Several years of employment data as a whole was also reviewed.				
Were there gaps in the data? Please explain.	The program does not track the number of inquiries that do not ultimately find an open seat in the program. This information would be helpful in determining if the program needs to expand.				
What is the college doing to overcome any identifiable gaps?	The college will begin tracking the inquiries. The college put structures in place to maintain communication with all inquiries for Truck Driver Training.				
Are the students served in this program representative of the total student population? Please explain.	There is a very small number of female students that participate in Truck Driver Training. The number of Black/African and Hispanic/Latino are representative of the college population and the district.				
Are the students served in this program representative of the district population? Please explain.	There is a very small number of female students that participate in Truck Driver Training. The number of Black/African and Hispanic/Latino are representative of the college population and the district.				
<b>Review Results</b>					
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated				

	<input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program is very successful at preparing student to obtain the Class A CDL. The local industry recruits from our program. There is a large demand for the program, but the college would like to extend the opportunity for students to complete their GED concurrently with the Driver's program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The college will work to implement an IET/ICAPS for the Truck Driver Training students who also need to complete their high school equivalency. The process will be implemented by fall of 2022.
<b>Resources Needed</b>	A small portion of the Perkins allocation will be used to develop the ICAPS/IET and some of the videos that target special populations.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The division of Workforce Development will be responsible for implementing the curriculum changes. There will be a shared responsibility for marketing among Workforce Development, Academic Affairs, Community Relations and Marketing Office, and the Foundation Office.