Fiscal Year 2025

COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

Submitted to the

Illinois Community College Board

Illinois Valley Community College

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Program Review Cover Page

College	Illinois Valley Community College
District Number	513
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Academic Years Reviewed:	2020-2024

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Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years reviewed:	AY2020 – AY2024
Discipline Area:	Humanities and Fine Arts
Review Summary Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	Humanities & Fine Arts (HFA) courses promote communication and analytical skills, an appreciation of the arts, an understanding of philosophical and aesthetic traditions, historical context and culture, and diverse perspectives. Since the last program review, IVCC transitioned from General Education Student Learning Outcomes to four new Institutional Learning Outcomes (ILOs), which are Communication, Inquiry, Social Consciousness, and Responsibility. HFA courses are primarily aligned to the ILOs of Communication, Inquiry, and Social Consciousness.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	IVCC collects assessment data for Institutional Learning Outcomes through the LMS platform. Most of the assessment data comes from recent years, as more and more instructors have learned how to submit data. Overall, few HFA courses have longitudinal assessment data that spans over several semesters, but the existing data shows generally positive results for two of three outcomes. • Results for the Communication outcome are consistently above 80% (and often above 90%) for Literature and Music courses. • Results for the Social Consciousness outcome are above 80% and often close to 100% for Gender Studies, Literature, History, and Theater courses. • Results for the Inquiry outcome are mixed, with a range of scores from 60% to 100%. Students scored higher in the "gathering and selecting data" component of the outcome, but they scored lower in the "analyzing and investigating data" and "articulating reasons for decisions" components of the outcome. We will discuss these results within the academic division and with the Assessment Committee. We speculate that the Inquiry outcome may not be appropriate for all of the HFA courses that are aligned to it. Additional data about completion and success rates presented below also show positive results for HFA courses. In the future,

	we aim to generate more assessment data and to have a more efficient process for disaggregating it along specific academic disciplines and student demographics.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	HFA courses are required as part of the General Education package in the Associate's in Arts (AA), Associate's in Science (AS), Associate in General Studies (AGS), and Associate in Applied Science (AAS) degrees as well as for the four-year Transfer program. Many HFA courses have an IAI code, so they promote a seamless transfer to four-year institutions. These courses promote the college's Vision to "foster personal and professional growth" by offering low-cost, high-quality transferrable academic programs. HFA courses in the Gen Ed package have also provided a strong foundation for early access to college and enrollment growth through Dual Credit.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	• Staffing Changes: New HFA Division Dean, new full-time Studio Art instructor, new Art History adjuncts, several new Dual Credit History high school teachers, and the Theater instructor retirement (June 2025). During this time, IVCC has also had a new college president and two new VPAAs. • New Courses: Non-Western Art Survey, Introduction to Literature, and Non-Western Literature. These transfer courses have an IAI code, they meet several IVCC Gen Ed requirements, they promote the IVCC ILO of "Social Consciousness," and they help students meet the "diversity" course requirement at four-year institutions. • Many official course outlines have been reviewed and revised to incorporate the college's new Institutional Learning Outcomes. Previously, these courses were mapped to Gen Ed Student Learning Outcomes. • After the Covid Pandemic, the HFA division has continued to run many courses in a fully online modality. Currently, all Literature courses are offered only online, and about half of the Art Survey, History, Music Appreciation, Philosophy, and Intro to Theater courses run equally in-person and online. • We have adjusted course offerings each semester to respond to enrollment projections and historical demand. We also routinely offer more 12-week course options. • Added additional international locations for Study Abroad, and we have seen a growing student interest in Study Abroad courses. • IVCC received a grant from the Midwest Institute for International and Intercultural Education, and IVCC is continuing to partner with the Center for Russian & Eastern European studies at Indiana University to promote international-focused learning modules in participating courses.

REVIEW ANALYSIS

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

Indicator 1: Need	**Response**
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	IVCC's transition from General Education Outcomes to college-wide Institutional Learning Outcomes required a review and update of all HFA courses so they could be mapped to the new ILOs. At this time, almost all HFA courses that are offered on a regular basis have been updated within the last five years. Additionally, in 2023-2024 all current courses were reviewed and updated so they could be transitioned to the new LMS platform D2L-Brightspace. During this transition, course content was carefully reviewed for relevancy, timeliness, and adherence to accessibility standards. Courses that have an IAI code are updated in response to IAI updates and feedback from IAI Panels. Examples include adding more cultural content in Spanish courses, more formal writing assignments in History courses, and a more detailed topical outline in all courses. Some courses have changed assignment practices to incorporate or guard against the use of AI tools, and some courses have been updated to align with a new textbook or a different publisher. Course content has also been expanded or adjusted to respond to student need, interest, or reading ability. For example, Philosophy and Religion courses are finding that students lack basic historical or religious knowledge, so instructors have been providing more lectures and textbook-style background information and also more reading and note-taking strategies for complex primary source readings. On a regular basis, instructors also respond to developments in the field, such as focusing on more diverse, marginalized, and underrepresented voices. Instructors have also been incorporating more multimedia with the expansion of digital and inclusive access textbooks.
1.2 How will students be informed or recruited for this discipline?	Many individual academic disciplines (especially Art, Music, Theater, Foreign Language, International Education, and Study Abroad) have faculty coordinators who are responsible for recruitment, and these disciplines have a recruitment budget, tuition waivers, and specialized scholarships. Faculty in these programs create flyers, visit high schools, host information tables at recruitment events (such as Explore IVCC), host Art Exhibits with high school students, and cast Theater and Music students for theater productions and music concerts. In all

	disciplines, students are also informed about course options through program guide sheets, department web pages, and conversations with academic counselors.
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?	No new degrees or majors. We have created new courses (Non-Western Art History, Non-Western Literature, and Intro to Literature) to offer additional elective options for transfer students, especially for courses that count towards "cultural diversity" credit at four-year institutions. We have also expanded international locations for Study Abroad.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The data table below shows there are 78 HFA courses in the curriculum. However, only about 30 courses are offered every year. Several courses (especially in Literature) are offered on a two-year rotation, only for Study Abroad credit (many Foreign Languages), when there are a sufficient number of students (German and Music Theory), or for independent study (Theater Production and Private Music Lessons). The highest enrolled courses satisfy a Fine Arts requirement in the General Education program: Art Survey (ART-1000 and ART-1010), Music Appreciation (MUS-1000), and Intro to Theater (THE-2002). Other high enrolled courses satisfy the Humanities and History Gen Ed requirements: Film (FLM-2009 and FLM-2010), Gender Studies (GEN-2000 and GEN-2001), History of Western Civilization (HIS-1000 and HIS-1001), American History (HIS-2000 and HIS-2001), Children's Literature (LIT-2005), Philosophy (PHL-1001, PHL-1013, PHL-1002). All of these courses satisfy a Gen Ed requirement and have an IAI code; we also offer multiple sections of these courses every semester, both in-person and online, and enrollment is also available to Dual Credit students. Other courses that are also offered every semester are Spanish (SPN 1001, 1002, 2001, 2002) and Studio Art courses (ART 1002, 1005, 1012, 1015). Studio Art courses have had surprisingly high enrollments; we credit this to the popularity of the Art instructor, the large studio facility, and the college's support for the arts. In Literature, new general topics courses (Non-Western Lit and Intro to Lit) have started to replace period-specific courses (British Survey, American Survey, and Shakespeare), though period courses continue to be offered on a two-year rotation. German, Music Theory, and some Philosophy topics courses (Ethics and Religion) are frequently on the schedule, but these courses are often cancelled for lack of enrollment, or they occasionally run with low enrollments.

Indicator 2: Cost Effectiveness	*Response*
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?)	The four main expenses in HFA are faculty salaries and benefits, instructional materials and classroom supplies, large infrastructure investments, and some student recruitment expenses for promotional flyers and IVCC merchandise. 1. Salaries. Currently, 13 full-time, tenured instructors, three adjunct instructors, three Music directors, and about ten Dual Credit high school teachers teach HFA courses. One instructor has release time to serve as the Coordinator for International Education and Study Abroad, and another instructor has release time for the student literary magazine. For Theater Production, we also contract with external theater directors, dance choreographers, voice tutors, and set designers. Instructor salaries are based on the faculty union contract, instructor credentials, and years of service; adjuncts receive a flat rate per credit hour. Each full-time instructor also has access to professional development funding they can use for tuition reimbursement, conference funding, or book purchases; additional funding is available for developing a new online class. 2. Expenses for instructional materials for most HFA academic disciplines are very low (often less than $200) and among the lowest-cost academic disciplines at the college, especially Literature, History, Foreign Language, Philosophy, Art Survey, and Intro to Theater courses, which have virtually no expenses. However, Studio Art courses, Theater Production, and the Music Ensemble courses have high expenses. In Studio Art, instructional supplies include ceramics and paint and ongoing maintenance on the gas kiln; these expenses are partially offset by course fees. In Theater, instructional supplies include royalties and copyrights, materials to build the set, and costumes and props; these are often offset by ticket sales, but post-pandemic price increases have made it difficult to recover costs. In Music, expenses include regular piano tuning and instrument repairs plus purchases of new musical equipment. After the pandemic, each area has also purchased a small fridge and microwave for student use, and IT has installed new computers and specialized software for student use. 3. Infrastructure investments over $5,000 have included a complete rebuild of a large music rehearsal space (Rm. D-201, at almost $2 million, grant-funded), a $125k grant-

	funded update to the light and sound system in the theater, purchase of many new music instruments (timpani drums, electric pianos, chairs/stands), new Choir stands, new band shells, new instructor desks, new furniture for student use, a new cement mixer for Ceramics, and new speakers in the Music Appreciation classroom. IVCC (and several high schools) also recently received a USDA RISE (Rural Innovation Stronger Economy) grant to promote Dual Credit education through distance learning. This grant has allowed IVCC and the high schools to purchase and install two-way video conferencing software, and we are scheduled to start using it for some HFA courses in Fall 2025.
2.2 What steps can be taken to offer curricula more cost-effectively?	Many HFA courses have practically no direct expenses besides the instructor's salary. In Theater, we aim to recover costs through ticket sales. Additionally, with an approaching Theater instructor retirement, we will rely on course release rather than hiring an external theater director. We may also produce lower-budget shows that have no royalties and small sets. In Studio Art courses, students pay course fees for classroom materials, and we are slowly trying update student furniture and complete equipment repairs for long-term sustainability.
2.3 Is there a need for additional resources?	The biggest need is a complete redesign and remodel of the Studio Art space, which has old student furniture and possibly an ineffective ventilation system. This major infrastructure project has been considered by the college, among several other competing and urgent projects, and we have considered grant funding, but it has not been selected as one of the projects for the next facilities improvement project. The division will continue to request that the Art Studio be considered a priority for future facilities improvement projects and grant funding. Limited staffing and faculty expertise in some areas (such as Foreign Language) is also preventing our ability to expand offerings for Dual Credit as well as summer and online modalities.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 Are there any alternative delivery methods of this discipline? (e.g., online, flexible scheduling, accelerated, team teaching, etc.)?	Yes, since the Covid pandemic, IVCC has greatly expanded its online footprint. Currently, many courses are offered regularly in both in-person and asynchronous online modalities. Some in-person courses also allow students to attend remotely via Zoom. Many courses are also offered as eight-week online courses in the Summer, and a few courses are offered as 12-week online courses. Several courses are also offered as Dual Credit at the high school location. With the RISE grant, we will also soon expand Dual Credit offerings to more high schools

	with the use of two-way video conferencing software. Foreign Language courses are offered only in an eight-week hybrid format; this allows students to complete two years of Foreign Language in a single academic year. Students taking Study Abroad can also complete courses in as little as three weeks or as long as a full semester term.
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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Deans have access to a Grade Distribution Report which is published after each semester and shows grade information for each course; Deans are encouraged to review this data and discuss it with individual faculty and academic departments. As part of this Program Review, the Institutional Research office also provides reviewers with a data book that disaggregates data by course modality and student demographics. Some academic departments have also generated a large amount of assessment data, and they have started to review disaggregated data as a department and in collaboration with the Assessment Committee. Some data has also been reviewed as part of IVCC's participation in the Student Success Academy. Students who register for an online class are also registered into an online orientation class, which teaches students how to use the online platform and provides success strategies for online learning. Students may also borrow a laptop for the semester through the college's Laptop Loaner program, and they can use computers in traditional open computer labs and study areas.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	We use both in-person teaching observations and electronic student feedback surveys. Pre-Tenure instructors are observed every semester for the first six semesters by the Dean and VPAA, tenured faculty are observed once in three years, and part-time instructors are also on a three-year rotation, depending on their level of experience. Pre-Tenure instructors are also required to document their professional development and service to the college, and they build a Tenure Portfolio that encompasses their first three years.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full-time and adjunct faculty?	Each full-time instructor is provided with a $1,000 Professional Development Fund (per year) they can use for tuition reimbursement, conference attendance, or book purchases. Full-time instructors also have access to a $3,500 National Conference Fund (available every three years) for larger conferences. Some academic departments also budget separate department funding for professional development. IVCC provides four professional development days on campus for both full-time and part-time instructors; these are organized by the Professional Development Committee and hosted by the Center for Excellence in Teaching & Learning (CETLA), academic committees, other faculty, or outside guest speakers. Part-time

	instructors also usually have a separate evening professional development event. Academic deans have also been developing a framework for a New Faculty Orientation. Other on-going professional development is provided by CETLA, the Dual Credit Office, International Education, academic division meetings, guest speakers, Library lunch-and-learns, partner organizations such as Quality Matters and the Illinois Online Network, and educational organizations throughout Illinois such as the ICCCA and Ed Systems at NIU.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	One Literature instructor serves on the IAI Communication Panel, and an additional five HFA instructors have helped preparate documentation for IAI review.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	Instructors are encouraged to submit an Early Alert notification to the Student Success Office, which follows up with students and directs them to academic support, student services, and off-campus resources. Student athletes, dual credit students, and students in the TRIO program have additional processes for monitoring and support (such as the daily sign in form for athletics). All IVCC students (including Dual Credit) have access to academic support services (such as the library, tutoring, and the writing and math centers), disability services, student services (such as academic advising and financial aid), mental health counseling, a food pantry, and off-campus resources such as housing and food assistance.
3.7 To what extent is the discipline integrated with other instructional programs and services?	HFA disciplines are in the same academic division as English, Speech, Developmental Education, Early Childhood and Elementary Education, and Social Sciences, and several HFA instructors are credentialed to teach in other disciplines, so these HFA programs are very integrated in terms of their resources, administrative leadership, support staff, office space, annual goals, and budgeting. HFA programs are also closely integrated with other General Education programs through their common learning goals and academic assessment practices. HFA disciplines also have faculty representation on assessment, curriculum, and distance education committees alongside faculty from other academic divisions. Individual instructors also utilize embedded tutors and librarians.
3.8 What does the discipline or department review when developing or modifying curriculum?	We review IAI course requirements, sample syllabi from four-year institutions, textbook content, instructional methodologies, the scholarship of teaching practice in that discipline, content/skill scaffolding requirements, pre-requisites, and student learning outcomes. We also consider student demand, instructor interest and expertise, and the Gen Ed package as a whole. For example, an Anthropology

	instructor completed a Ph.D. in Archeology and we created a new Archeology course; we have also added several non-Western courses in response to student demand for more “diversity” transfer courses. When possible, we also review student success data and prior course assessments to identify specific learning needs, such as additional focus on outside sources and avoiding bias.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	We do not have a formal process, but the Dean monitors results over time through the Grade Distribution Report, retention / success reports, teaching observations, student feedback surveys, and academic assessment reports for each course. Issues are addressed through conversations with the instructor, a review of the syllabus, a review of the textbook, and a review of available resources (such as tutoring and technology).
3.10 How does the college determine student success in this discipline?	Student success for each course is defined as a final grade of C or higher.
3.11 Did the review of quality result in any actions or modifications? Please explain.	We do not have a formal list of action items based on this review, but we have identified several on-going opportunities for consideration: • Consider adding online, summer, and dual credit Foreign Language courses, and increase student recruitment efforts. • The new full-time IVCC Transfer Coordinator will be a great resource for ensuring compliance with IAI requirements, and all instructors could use more support and professional development about IAI requirements. • Instructors who teach online can be encouraged to complete the ION Master Online Teaching program and course review workshops through Quality Matters. • The two-year sequence of Literature courses needs to be updated to incorporate new courses and remove courses with less demand. The two-year plan can also weigh the benefits of offering general-audience courses such as Intro to Literature versus major survey courses such as American and British Literature Survey courses. • Several Foreign Language and History courses could be eliminated if they are not being used for Study Abroad credit. • All instructors could use additional training for working with AI tools to promote academic integrity. • While introductory-level courses are popular, few students register for upper-level or major-level courses in HFA disciplines. IVCC is considering implementing “Directed Study” for courses with lower enrollment; this course format would be ideal for upper-level HFA course in Literature, History, and Foreign Language.

	• We have opportunities to expand the Theater program with a new Theater instructor and established IAI Theater courses. • Several HFA courses continue to have a traditional lecture and discussion format without hands-on, experiential learning opportunities. These courses may consider adding an applied community engagement project or other experiential learning component. • A more rigorous review of dual credit courses may be necessary to ensure quality and alignment with IVCC master course outlines.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

- Many high school students now complete Gen Ed HFA requirements through Dual Credit, and this has limited the number of students who need introductory-level HFA courses at the college. Perhaps, as a result, we have not been able to recruit students into upper-level HFA courses.
- Dual Credit high school teachers have not had a formal onboarding or mentoring process. We are starting to meet this need with a new Dual Credit Office, which has started to organize Faculty Summer Institutes, and additional alignment with syllabi.
- We have struggled to move Foreign Language courses to an online modality, despite anecdotal suggestions that students would be interested in online courses.
- Outdated facilities and equipment in the Art Studio have raised concerns about safety, and the Art instructor has had to use alternative materials for Art courses. For example, we purchased pre-made clay rather than making it in the Art Studio, and some coloring and ceramics techniques have been moved outdoors for lack of sufficient ventilation.
- Instructors are struggling to respond to AI tools on online exams and out-of-class assignments.
- Lack of familiarity with IAI requirements has hindered us from expanding some course options.
- The political climate around immigration discourages students from taking Study Abroad, and limits marketing and recruiting efforts for International Education.
- The college is participating in a multi-year project to develop a Campus Master Schedule of courses, and this may free current course schedule conflicts we are not aware of.

PERFORMANCE AND EQUITY

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

ACADEMIC DISCIPLINE AREA	Humanities and Fine Arts
COURSE TITLE	ART-1000 - Art Survey ART-1001 - Introduction Photography ART-1002 - Drawing I ART-1003 - Survey of Non-Western Art ART-1005 - Design I ART-1007 - Painting I ART-1009 - Ceramics I ART-1010 - Art Survey II ART-1012 - Drawing II ART-1015 - Design II ART-2000 - Life Drawing ART-2009 - Ceramics II FEN-1001 - Elementary French I

	FEN-1002 - Elementary French II FEN-2001 - Intermediate French I FEN-2002 - Intermediate French II FEN-2003 - Composition & Conversation FLM-2009 - The Art of The Film FLM-2010 - Film, Art & Literature GEN-2000 - Women Through Culture and Centuries GEN-2001 - Women in Ancient Cultures GEN-2002 - Women in Literature GER-1000 - Conversational German GER-1001 - Elementary German I GER-1002 - Elementary German II GER-2001 - Intermediate German I GER-2002 - Intermediate German II GER-2003 - Composition & Conversation GER-2004 - Survey of German Literature HFA-1007 - Special Topics in Humanities and Fine Arts HFA-1008 - British Culture and Society HFA-1018 - Austrian Civilization & Culture HFA-1028 - Contrasting Cultures HIS-1000 - History of Western Civilization I HIS-1001 - History of Western Civilization II HIS-1002 - British History I HIS-1005 - American Labor History HIS-1006 - African American History HIS-2000 - United States History To 1865 HIS-2001 - United States History From 1865 HIS-2006 - History of Middle Eastern Civilization HIS-2007 - History & Civilization of China HIS-2008 - Modern Africa HIS-2010 - Special Topics in History ITL-1000 - Conversational Italian I ITL-1010 - Conversational Italian II LIT-2000 - Survey of American Lit I LIT-2001 - Major English Writers I LIT-2003 - Introduction To Literature LIT-2005 - Children's Literature LIT-2006 - World Literature in Translation I LIT-2010 - Survey of American Literature II LIT-2011 - Major English Writers II LIT-2013 - Fiction LIT-2021 - Intro To Shakespeare I LIT-2023 - Science Fiction MUS-1000 - Music Appreciation MUS-1002 - Music Theory I MUS-1012 - Music Theory II PHL-1001 - Introduction To Philosophy PHL-1002 - Ethics

	PHL-1003 - Philosophy of Religion PHL-1005 - Logic PHL-1013 - Comparative Religions SPN-1001 - Elementary Spanish I SPN-1002 - Elementary Spanish II SPN-1010 - Conversational Spanish for Professionals SPN-1200 - Conversational Spanish for Med Personnel SPN-2001 - Intermediate Spanish I SPN-2002 - Intermediate Spanish II SPN-2003 - Composition and Grammar SPN-2004 - Survey of Spanish Literature SPN-2005 - Survey of Spanish-American Literature THE-1005 - Theatre Play Production THE-1006 - Acting THE-2001 - Oral Interpretation THE-2002 - Introduction To Theatre THE-2005 - Theatre Play Production
COURSE DESCRIPTION	ART-1000 - The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. IAI: F2 901 ART-1001 - An introduction to the principles and practices of black and white photography, this course teaches students the use of still cameras, film, composition techniques, developing skills, and printing methods. Students will supply their own cameras. ART-1002 - An introduction to the fundamental concepts and techniques of drawing using a variety of black and white media. Includes drawing from observation and invention leading to an interpretation and evaluative approach to drawing. Emphasis on descriptive drawing techniques from geometric and organic objects. Course includes vocabulary development, critical analysis activities, and reference to contemporary and historic models of drawing. ART-1003 - Non-Western Art is a survey of visual arts in selected non-Western societies. It covers the historical development of the visual arts, focusing on major artistic styles, movements, works of art and monuments. Works are examined as expressions of the ideas, beliefs and practices of artists, cultures and societies. No prior experience in art history is required. IAI: F2903N ART-1005 - This course is a studio class exploring the fundamentals of the formal systems and basic elements of visual organization through two-dimensional design principles and theories using a variety of tactile and digital media.

	ART-1007 - Painting is explored through instruction in materials and techniques, composition and color, and the development of individual expression. ART-1009 - Introduction to the terminology, aesthetic and technical aspects of ceramics. Basic techniques for clay preparation, hand forming, wheel throwing, and operation of the kiln, kick wheels and power operated potter's wheels. ART-1010 - Cultural analysis of the interrelated fields of architecture, sculpture, painting, and other humanistic studies beginning with the Italian Renaissance and continuing through the 20th Century Modern period. IAI: F2 902 ART-1012 - This course builds on and refines the experiences of Drawing I, focusing on a variety of media including color. Emphasis is on invention and formal concerns. Explorations into abstraction, nonobjective and fabricated image making is covered in this class. Course includes vocabulary development, critical analysis activities, and reference to contemporary and historic models of drawing. ART-1015 - A studio course exploring the fundamentals of the formal systems and basic elements of visual organization through three-dimensional design principles and theories using a variety of materials. ART-2000 - The study of the structure, anatomy, and expressive design of human form; drawing from model, using a variety of drawing media, such as charcoal, pencil, conte, and ink. ART-2009 - Continued application of first semester procedures of Ceramics I with emphasis on the control of design in form and techniques, including methods of glaze application and decorative techniques. Practice in the operation of clay equipment, stacking, and firing kilns. Experimentation in the possibilities and limitations of the medium. Continued exploration of exemplar ceramic art. FEN-1001 - An elementary French course designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in class discussions. FEN-1002 - A continuation of FEN-1001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned

	study and will collaborate with other learners, write and participate in discussions. FEN-2001 - An intermediate French course designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from Francophone countries. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. FEN-2002 - A continuation of FEN 2001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken French, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from Francophone countries. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. IAI: H1 900 FEN-2003 - An advanced level composition and conversation course with emphasis on oral and written proficiency, study of idiomatic expression and current usage. FLM-2009 - Background viewing, critiquing, lectures, and discussions on the history and appreciation of cinema as an art form and its influence on and reflection of society. The course introduces students to art aesthetics and theory using a wide variety of film genres. IAI: F2 902 FLM-2010 - This course looks closely at the relationship of film, visual art, and literature, focusing most specifically upon the interaction between them from a historical perspective, i.e., how this relationship has changed as the art forms have changed since their inception. Required comparative readings and film and art viewings are a component of this course. IAI: HF 900 GEN-2000 - This interdisciplinary course examines the historical development of gender norms, identities, and roles as they have been shaped and changed by cultural and political factors. The course promotes understanding of the significance that gender plays in societies. The opportunity to learn about the history and contributions of women in the arts and sciences and to think critically regarding these issues is available to all students in this context. IAI: H9 900 GEN-2001 - This course is designed to give students an understanding of the foundation of both western civilization and patriarchy, especially as they apply to the status and relationships of men and women today. Students will learn of archeological finds, including architecture, art, literature-both belles-lettres and otherwise-and human remains and also

	of social, philosophical, and historical theories that explain or attempt to explain the ideologies of ancient societies. IAI: HF 907D GEN-2002 - This course looks closely at literature by and/or about women as it informs their gendered identity. Historical and chronological discussion of gender role definition and the relationship between that and how women are viewed and view themselves is a key component of this course. Discussion of readings, films, and other media trace the development of women's writings and increases students' appreciation and awareness of the excellence in women's writing. IAI: H3 911D GER-1000 - Introduction to the basics of the language, with emphasis on speaking and listening skills. A supplement to the GER-1001-GER-2002 language courses with additional practice in basic conversation. Can be taken prior to the regular language sequence(s) -- 1001 and following -- or concurrently with any other course (except 2003 Advanced Composition and Conversation). Can also be taken on its own merits for those with a personal interest for avocational purposes. Provides basic conversational patterns, idiomatic vocabulary, basic grammar and syntax, and general cultural patterns. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE. GER-1001 - An elementary German course designed to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and active classroom participation. They will collaborate with other learners to develop projects, write journals, and participate in class discussions. GER-1002 - A continuation of GER 1001 designed to build on the fundamentals already learned and to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. GER-2001 - An intermediate German course designed to foster development of the four essential skills of language acquisition: comprehension of spoken German, reading comprehension, speaking and writing, and an awareness of German cultural and literary contributions. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. GER-2002 - A continuation of GER 2001 designed to foster development of the four essential skills of language acquisition: comprehension of

	spoken German, reading comprehension, speaking and writing, and an awareness of German cultural and literary contributions. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions. IAI: H1 900 GER-2003 - An advanced level composition and conversation course with emphasis on a variety of readings; modern German authors, newspapers and magazines and selected short texts to illustrate points of grammar. GER-2004 - An advanced level composition and conversation course based upon a survey of modern German prose and poetry, principally as a means of gaining insight into modern German thought and character. Writers include Hoffmansthal, Schnitzler, Boll, Mann, Brecht, Rilke, Grass and Eichendorf. HFA-1007 - A study of timely and specific problems in the humanities and fine arts (art, drama, foreign languages, literature, music, philosophy, theatre) presented from an interdisciplinary view through directed readings, discussion, projects, or field trips. Specific topics vary from term to term. HFA-1008 – [Course does not have a description on record.] HFA-1018 – [Course does not have a description on record.] HFA-1028 – [Course does not have a description on record.] HIS-1000 - This is an introductory course dealing with an analysis of the political, economic, social and cultural events and achievements of Western Civilization. The course begins with early man and ends with the Middle Ages. Special emphasis will be placed on early man, Sumer, Egypt, Greece, Rome and the Middle Ages. In appropriate places, a multicultural approach will be stressed. IAI: H2 901 HIS-1001 - This is an introductory course that deals with an analysis of the political, economic, social and cultural events and achievements of Western Civilization. The course begins with the Renaissance and ends with the aftermath of World War II. Special emphasis will be placed on such developments of the Renaissance, the Reformation, The Enlightenment, the French Revolution, World War I, World War II and its aftermath. In appropriate places, a multicultural approach will be stressed. IAI: H2 902 HIS-1002 – [Course does not have a description on record.] HIS-1005 - This course is a survey of the history of workers in America from colonial times to today, with an emphasis on the relationship

between workers and industrialization. The role of work, the history and development of labor unions, and the impact of a modern global economy on workers are some of the topics which will be studied.

HIS-1006 - This course is designed to introduce students to the experience of African Americans in United States History. It serves as an introductory overview of that experience through the use of readings, lectures, discussion, art, film, and music. Some of the specific topics covered include the African experience, slavery and slave culture, the abolition movement, the free black experience, emancipation, Jim Crow segregation, racial violence, black culture, the civil rights movement, popular culture, modern political movements, and the contemporary experience. Students should gain an understanding of how the history of slavery and segregation impacted the lives of African Americans, the political movements of African Americans, the culture and contributions of African Americans to American society, and the current state of African Americans in America. IAI: H2909D

HIS-2000 - This course is designed to give students an understanding of the history of the United States to 1865. It does this through a consideration of: European background, Native American cultures, the Age of Exploration and Colonization, the American Revolution, the Articles of Confederation and the Constitution, Jeffersonian Democracy, Jacksonian Democracy, the trans-Atlantic slave trade, the coming of the Civil War, and Reconstruction.

HIS-2001 - This course is designed to give students an understanding of the history of the United States from 1865 to the present. It does this through a consideration of: Reconstruction, Western Expansion, the Gilded Age, the Progressive Era, American Expansionism, World War I, the Roaring 20s, the Great Migration, the Harlem Renaissance, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Vietnam War Era, Peace Movements and Protest, Women's and LGBTQIA+ Movements, the Nixon, Carter and Reagan Years, and Post-Cold War America. IAI: S2 901

HIS-2006 - This course introduces the student to Middle Eastern societies and their culture from the introduction of Islam to the present. Social, economic, political and religious institutions will be examined within an historic context. Special topics will include the origin and spread of Islam, the economics of oil, sciences and mathematics, and the Israeli-Palestinian controversy. IAI: S2 920N

HIS-2007 - This course introduces the student to China, from the origins of Chinese civilization to the present. It will examine the political, social and economic history of China, including the origins and development of its peoples and cultures. IAI: S2 920N

	HIS-2008 - This course will introduce the student to Africa in the pre-colonial, colonial and post-colonial time periods, with an emphasis on social, cultural, and political institutions. Students will be introduced to ancient African Civilizations, African Geography, European Exploration and colonization of the Continent, Independence and Nationalist Movements, the African Experience during the Cold War, the struggle for Democracy, and Current Events in Africa. IAI: S2 920N HIS-2010 - In this survey course, students will study a specific issue or period in history. The course content will be dependent upon the topic chosen. The course may be taken four times for credit if the topic(s) of the course is different. ITL-1000 - Introduction to the basics of the language, with emphasis on speaking and listening skills. Provides basic conversational patterns, idiomatic vocabulary, basic grammar and syntax, and general cultural patterns. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE. ITL-1010 - A continuation of ITL 1000, with additional conversation practice and review. Provides an expansion of conversational patterns, vocabulary, review of basic grammar and syntax, and continued exploration of Italian culture. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE. LIT-2000 - Survey of American Literature from its settlement to 1855. A consideration of representative major writers, the significance of their contributions and influence. Attention also to the social, economic, and political milieu and influences upon literature. IAI: H3 914 LIT-2001 - A study of the principal works and writers of the British Isles, from the Anglo-Saxon period through the 18th century, with special attention to political, social and philosophical backgrounds. IAI: H3 912 LIT-2003 - Introduction to Literature introduces students to a range of literary genres, primarily short fiction, drama, and poetry, and perhaps including (but not limited to) novels, creative non-fiction, film scripts, graphic novels, and hypertexts, while promoting close reading and analytical skills. The course considers representative major writers for each genre and the significance of these texts' influence, especially as the academic, social, economic, and political milieu are influenced by and influence the literature. IAI: H3 900 LIT-2005 - A study of the major genres, themes and critical concerns of literature written for children and young adults. Special attention to the

historical, social, and cultural contexts that have influenced literature for young people. IAI: H3 918

LIT-2006 - Reading and analysis of representative masterpieces from a variety of regions and epochs, from ancient cultures to the Renaissance era, with a focus on but not an exclusive devotion to Western Literature. IAI: H3 906

LIT-2010 - Survey of American Literature from 1865 to present. A consideration of representative major writers, the significance of their contributions and influence. Attention also to the social economic, and political milieu and influences upon literature. IAI: H3 915

LIT-2011 - A continuation of the subject material offered in LIT 2001: Major English Writers I, beginning with writers of the Romantic period and concluding with writers of the twentieth century. IAI: H3 913

LIT-2013 - Designed to acquaint the student with a selection of masterpieces of fiction. The emphasis will be on the pleasures and subtlety of the details and narrative artistry contained in the novels and short stories. The course is less a historical survey than an intense appreciation of individual works of art. IAI: H3 901

LIT-2021 - A consideration of the development of Shakespeare's dramatic genius through a study of selected comedies, tragedies, and chronicles. IAI: H3 905

LIT-2023 - A study of a major type of "popular literature," the course closely investigates the creation of futuristic fiction. This course explores not only the development of various types of science fiction literature and the language itself, but also how the literature contributes to the western literary tradition. Science fiction is speculative literature that deals with human response to changes - cultural, environmental, economic, political and/or technological - in the future or alternative worlds, usually with a higher level of science and technology than our own.

MUS-1000 - A survey course covering the history of music. Intended to broaden the students understanding of music as an essential component of culture. Course work is divided into three categories: study of elements and fundamentals, study of music history and context in which major works were created, and listening. Lecture, three hours per week. IAI: F1 901

MUS-1002 - Introductory study of the basic elements of music theory. Coursework is divided into two categories: study of music theory, rhythm, triads, seventh chords and diatonic harmony and aural skills; the development of proficiency in ear training and sight singing using the

	movable 'do' solfege. Concurrent enrollment in an Applied Music Lesson is recommended for students intending to major in Music. MUS-1012 - Continuation of MUS 1002. Continuation of diatonic harmony, part writing and analysis. Continuation of aural skills; ear training, rhythmic dictation and sight singing using the movable do solfege. Concurrent enrollment in an Applied Music Lesson is recommended for students intending to major in Music. PHL-1001 - An introduction to the major types of philosophical thought and the central problems of philosophy as presented through classical and contemporary reading selections. IAI: H4 900 PHL-1002 - This course examines moral principles and moral issues. The course focuses on the nature and ground of moral obligation. It introduces major ethical systems and tests those against selected contemporary moral problems. IAI: H4 904 PHL-1003 - A rational examination of the nature and content of religious belief through an examination of such issues as the relation of reason to faith, the existence and nature of God, religious experience, and the occurrence of evil. IAI: H4 905 PHL-1005 - A study of the methods and principles used to recognize, analyze and evaluate arguments. The course focuses on formal methods of evaluating arguments, the language used in argumentation, and the fallacies of reasoning made in everyday arguments. IAI: H4 906 PHL-1013 - This course examines and compares the various major religions around the world, including ancient religions of the Near East, Hinduism, Buddhism, Confucianism, Shinto, Judaism, Christianity and Islam, with an emphasis on finding the common themes to all religions. IAI: H5 904N SPN-1001 - An elementary Spanish course designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and active classroom participation. They will collaborate with other learners to develop projects, write journals and participate in discussions. SPN-1002 - A continuation of SPN 1001 designed to build on the fundamentals already learned and to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners, write and participate in discussions.

	SPN-1010 - This course provides an expansion of conversational patterns, vocabulary, review of basic grammar and syntax, and exploration of Spanish culture. IN THE MAJORITY OF INSTANCES, THIS COURSE WILL TRANSFER ONLY AS A GENERAL ELECTIVE FOR THE B.A. DEGREE OR FOR OTHER BACCALAUREATE DEGREES REQUIRING A WORLD LANGUAGE. Prerequisite: None (previous exposure to Spanish language helpful). SPN-1200 - Introduction to the basics of the Spanish language with emphasis on business and professional communication. Presentation of basic grammar, syntax and conversational patterns. Provides realistic dialogues and situational exercises about cases that medical personnel encounter in the course of their work. Students are required to work with partners in role playing situations and vocabulary drills. Short readings, covering business and professional topics are followed by brief conversations and a question-answer exercise. SPN 1200 is designed and recommended for all medical personnel with a desire to communicate with Spanish-speaking patients. SPN-2001 - An intermediate Spanish course designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from the 21 Spanish speaking societies. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners to develop projects, write journals and participate in discussions. SPN-2002 - A continuation of SPN-2001 designed to foster development of the four essential skills of language acquisition: comprehension of spoken Spanish, reading comprehension, speaking and writing, and an awareness of cultural and literary contributions from the 21 Spanish speaking societies. The student will develop, review and expand skills acquired through assigned study and will collaborate with other learners to develop projects, write journals and participate in discussions. IAI: H1 900 SPN-2003 - An advanced level composition and conversation course based upon a cultural approach. Grammar is reviewed extensively. Advanced selections from Hispanic literature will be read and analyzed. SPN-2004 - An advanced level composition and conversation course based upon a survey of historical Hispanic literature. Grammar is reviewed extensively. Advanced selections from Hispanic literature will be read and analyzed. The course titles include both SPN-2004 and HFA-1007 Special Topic so that two semesters - each with a different topic can be taken for 3 semester credit hours per course, or a total of 6 semester hours. Fall semester covers Iberian Spanish Literature and spring semester covers Latin American Literature.

SPN-2005 – [Course does not have a description on record.]

THE-1005 - The study and production of a major play, musical, revue, and/or readers' theatre. All areas of production related to acting, technical work, business, and public relations will be dealt with as areas of specific assignments. The class meeting times will be arranged with the instructor for rehearsal and for independent work assignments.

THE-1006 - A first year course in basic skills in the art of acting in interpretation of roles. Lecture, three hours per week. IAI: TA 914

THE-2001 - Intensive study of literary selections involving critical reading and interpretation of oral readings to audiences.

THE-2002 - A study of the origins and the development of theatre arts from primitive man to contemporary theatre movements. Representative examples of theatre from each period will be studied through readings and/or performances. The application of critical elements to a production will be used as a basis for the course. The course deals primarily with Western World Theatre with a brief presentation of theatre from the Middle and Far East. IAI: F1 908

THE-2005 - A continuation of THE 1005. Lecture, one hour per week; laboratory, five hours per week. This course may be taken twice for credit.

	2020	2021	2022	2023	2024
NUMBER OF STUDENTS ENROLLED-NOT INCLUDING DROPS					
ART-1000	84	128	97	86	86
ART-1001					
ART-1002	28	16	19	14	18
ART-1003					16
ART-1005	14	14	8	13	20
ART-1007		3			12
ART-1009	8			17	5
ART-1010	57	76	52	74	83
ART-1012	11	8	15	15	15
ART-1015	11	8	9	14	14
ART-2000					
ART-2009					3
FEN-1001	4		1		
FEN-1002					
FEN-2001	2				
FEN-2002	1				
FEN-2003					
FLM-2009	79	78	81	128	106

FLM-2010	25	40	18	11	11
GEN-2000	49	82	88	63	43
GEN-2001	12	22	26	23	25
GEN-2002					13
GER-1000					
GER-1001	9			7	6
GER-1002	8			5	5
GER-2001	3			3	
GER-2002	3			3	
GER-2003					
GER-2004					
HFA-1007		1	1	3	2
HFA-1008					
HFA-1018					
HFA-1028					
HIS-1000	164	107	100	105	84
HIS-1001	68	82	37	84	44
HIS-1002					
HIS-1005					
HIS-1006	10		26	45	53
HIS-2000	42	67	39	62	55
HIS-2001	57	64	68	52	49
HIS-2006	8				
HIS-2007	14				
HIS-2008					
HIS-2010			1		
ITL-1000	4				
ITL-1010					
LIT-2000				21	
LIT-2001		3	23		1
LIT-2003					7
LIT-2005	43	78	38	71	63
LIT-2006					
LIT-2010					
LIT-2011	5		1		
LIT-2013	15	18	14	16	
LIT-2021	1	1			6
LIT-2023					
MUS-1000	333	314	323	298	240
MUS-1002	5			15	5
MUS-1012	5			7	6
PHL-1001	138	87	58	78	56
PHL-1002	96	50	38	38	29

PHL-1003	36	26		6	23
PHL-1005	16		10		
PHL-1013	35	75	74	106	131
SPN-1001	50	34	33	24	30
SPN-1002	48	29	26	23	28
SPN-1010	2				
SPN-1200	1				
SPN-2001	24	17	16	17	15
SPN-2002	20	15	19	14	13
SPN-2003			1	3	1
SPN-2004					
SPN-2005					
THE-1005	10	1	6	6	9
THE-1006	2				
THE-2001		2			
THE-2002	267	239	199	210	234
THE-2005	6	2	3		3

	2020	2021	2022	2023	2024
Credit Hours Produced					
ART-1000	252	384	291	258	258
ART-1001					
ART-1002	84	48	57	42	54
ART-1003					48
ART-1005	42	42	24	39	60
ART-1007		9			36
ART-1009	24			51	15
ART-1010	171	228	156	222	249
ART-1012	33	24	45	45	45
ART-1015	33	24	27	42	42
ART-2000					
ART-2009					9
FEN-1001	16		4		
FEN-1002					
FEN-2001	8				
FEN-2002	4				
FEN-2003					
FLM-2009	237	234	243	384	318
FLM-2010	75	120	54	33	33
GEN-2000	147	246	264	189	129
GEN-2001	36	66	78	69	75
GEN-2002					39
GER-1000					
GER-1001	36			28	24

GER-1002	32			20	20
GER-2001	12			12	
GER-2002	12			12	
GER-2003					
GER-2004					
HFA-1007		3	3	9	3.5
HFA-1008					
HFA-1018					
HFA-1028					
HIS-1000	492	321	300	315	252
HIS-1001	204	246	111	252	132
HIS-1002					
HIS-1005					
HIS-1006	30		78	135	159
HIS-2000	126	201	117	186	165
HIS-2001	171	192	204	156	147
HIS-2006	24				
HIS-2007	42				
HIS-2008					
HIS-2010			3		
ITL-1000	12				
ITL-1010					
LIT-2000				63	
LIT-2001		9	69		3
LIT-2003					21
LIT-2005	129	234	114	213	189
LIT-2006					
LIT-2010					
LIT-2011	15		3		
LIT-2013	45	54	42	48	
LIT-2021	3	3			18
LIT-2023					
MUS-1000	999	942	969	894	720
MUS-1002	20			60	20
MUS-1012	20			28	24
PHL-1001	414	261	174	234	168
PHL-1002	288	150	114	114	87
PHL-1003	108	78		18	69
PHL-1005	48		30		
PHL-1013	105	225	222	318	393
SPN-1001	200	136	132	96	120
SPN-1002	192	116	104	92	112
SPN-1010	6				

SPN-1200	3				
SPN-2001	96	68	64	68	60
SPN-2002	80	60	76	56	52
SPN-2003			3	9	3
SPN-2004					
SPN-2005					
THE-1005	30	3	18	18	27
THE-1006	6				
THE-2001		6			
THE-2002	801	717	597	630	702
THE-2005	18	6	9		9
	2020	2021	2022	2023	2024
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
ART-1000	82.14%	81.25%	87.63%	82.56%	79.07%
ART-1001					
ART-1002	82.14%	75%	89.47%	85.71%	100%
ART-1003					93.75%
ART-1005	71.43%	78.57%	100%	92.31%	85%
ART-1007		100%			100%
ART-1009	75%			94.12%	100%
ART-1010	89.47%	81.58%	82.69%	87.84%	89.16%
ART-1012	72.73%	87.50%	100%	93.33%	93.33%
ART-1015	72.73%	75%	100%	92.86%	100%
ART-2000					
ART-2009					66.67%
FEN-1001	75%		100%		
FEN-1002					
FEN-2001	50%				
FEN-2002	100%				
FEN-2003					
FLM-2009	78.48%	66.67%	80.25%	78.91%	66.04%
FLM-2010	72%	82.50%	83.33%	81.82%	100%
GEN-2000	85.71%	73.17%	82.95%	80.95%	79.07%
GEN-2001	75%	68.18%	84.62%	56.52%	76%
GEN-2002					69.23%
GER-1000					
GER-1001	100%			100%	100%
GER-1002	100%			100%	100%
GER-2001	100%			100%	
GER-2002	100%			100%	
GER-2003					
GER-2004					
HFA-1007		100%	100%	100%	100%

HFA-1008					
HFA-1018					
HFA-1028					
HIS-1000	78.05%	77.57%	71%	82.86%	89.29%
HIS-1001	82.35%	81.71%	94.59%	79.76%	86.36%
HIS-1002					
HIS-1005					
HIS-1006	60%		88.46%	80%	75.47%
HIS-2000	80.95%	61.19%	82.05%	75.81%	87.27%
HIS-2001	87.72%	70.31%	83.82%	78.85%	91.84%
HIS-2006	87.50%				
HIS-2007	64.29%				
HIS-2008					
HIS-2010			100%		
ITL-1000	50%				
ITL-1010					
LIT-2000				66.67%	
LIT-2001		100%	91.30%		100%
LIT-2003					57.14%
LIT-2005	74.42%	75.64%	73.68%	67.61%	74.60%
LIT-2006					
LIT-2010					
LIT-2011	80%		100%		
LIT-2013	93.33%	77.78%	85.71%	68.75%	
LIT-2021	100%	100%			100%
LIT-2023					
MUS-1000	80.48%	69.11%	79.88%	82.89%	78.75%
MUS-1002	100%			66.67%	100%
MUS-1012	60%			100%	100%
PHL-1001	73.91%	63.22%	67.24%	71.79%	60.71%
PHL-1002	79.17%	74%	78.95%	76.32%	75.86%
PHL-1003	75%	73.08%		33.33%	56.52%
PHL-1005	87.50%		90%		
PHL-1013	100%	82.67%	91.89%	86.79%	87.02%
SPN-1001	94%	88.24%	87.88%	95.83%	93.33%
SPN-1002	79.17%	96.55%	88.46%	82.61%	82.14%
SPN-1010	100%				
SPN-1200	0.00%				
SPN-2001	83.33%	94.12%	100%	88.24%	100%
SPN-2002	85%	93.33%	94.74%	92.86%	92.31%
SPN-2003			100%	100%	100%
SPN-2004					
SPN-2005					

THE-1005	90%	100%	100%	83.33%	100%
THE-1006	100%				
THE-2001		100%			
THE-2002	90.26%	84.94%	85.93%	82.86%	89.32%
THE-2005	100%	100%	66.67%		100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
ART-1000	F2901				
ART-1002	ART904				
ART-1003	FS903N				
ART-1005	ART 907				
ART-1010	F2902				
ART-1012	ART905				
ART-1015	ART908				
FEN-2002	H1 900				
FLM-2009	F2 902				
FLM-2010	HF 900				
GEN-2000	H9 900				
GEN-2001	HF 907D				
GEN-2002	H3 911D				
GER-2002	H1 900				
HIS-1000	H2 901				
HIS-1001	H2 902				
HIS-1006	HS 909D				
HIS-2000	S2 900				
HIS-2001	S2 901				
HIS-2006	S2 920N				
HIS-2007	S2 920N				
HIS-2008	S2 920N				
LIT-2000	H3 914				
LIT-2001	H3 912				
LIT-2003	H3 900				
LIT-2005	H3 918				
LIT-2006	H3 906				
LIT-2010	H3 915				
LIT 2011	H3 913				
LIT-2013	H3 901				
LIT-2021	H3 905				
LIT-2031	H3 905				
MUS-1000	F1 901				
PHL-1001	H4 900				
PHL-1002	H4 904				
PHL-1003	H4 905				
PHL-1005	H4 906				

PHL-1013	H5 904N				
SPN-2002	H1 900				
THE-1006	TA 914				
THE-2002	F1 908				
How does the data support the course goals? Elaborate.	HFA courses cover a variety of academic disciplines, and many of them have an IAI code. This ensures students have a broad exposure to Gen Ed disciplines and a seamless transfer to four-year institutions. The success rate for many courses meets or exceeds the college’s definition of “success” at 75%. A few courses have had an anomalous year with a significantly lower success rate, but their five-year trend is generally strong. Several courses have had no enrollment in the past five years, and we will consider eliminating them from the course catalog; a few low-enrolled courses are used for Study Abroad. Some courses have gaps in enrollment because they are offered on a two-year rotation.				
What disaggregated data was reviewed?	IVCC disaggregates enrollment and student success data by program of study and course modality, and enrollment and financial data is also disaggregated by academic department. In the future, we aim to also disaggregate enrollment, student success, and assessment data by student demographics.				
Were there identifiable gaps in the data? Please explain.	Enrollment data shows that we are not generating enrollments in several courses, and we may consider eliminating these. Several courses we run each year have low enrollments. These courses may require additional support for marketing and recruitment, or they may be offered as “Directed Study” courses.				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We have identified the following opportunities for consideration: • Continue to advocate for a major remodel of the Art Studio so it becomes included in the Facilities Master Plan. • Add online, summer, and dual credit Foreign Language courses, and increase student recruitment efforts. • Provide more support and professional development about IAI requirements to instructors so we can ensure all eligible courses maintain their IAI approval. • Encourage online instructors to complete more ION and Quality Matters courses. • Update/revise the two-year sequence of Literature courses. • Review and eliminate courses that have not be offered in the last five years and are not being used for Study Abroad credit. • Provide instructors with additional guidance and professional development for working with AI tools. • Implement “Directed Study” for low-enrolled, upper-level courses in Literature, History, and Foreign Language. • Expand Theater course offerings. • Continue to provide onboarding support and on-going professional development to Dual Credit high school teachers.				

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Action steps may include updating/revising the course content, critically evaluating instructional content and assignments for alignment and scaffolding, providing additional support services for students, providing additional faculty professional development, and modifying the course modality as needed.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IVCC updated the College Strategic Plan and the Academic Strategic Plan in 2024, and both include a greater focus on diversity and equity. For example, the new Academic Strategic Plan now includes a new goal that specifically focuses on diversity and equity. Additionally, the college created a plan to address achievement gaps in its Equity Plan document, and specialized groups at the college (such as the Student Success Initiative, the Student Success department, and the DEI Committee) continue to review student success data and provide resources to students.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The findings of this program review reflect opportunities and challenges we are seeing throughout the college. For example, new full-time faculty provide an opportunity to review the curriculum and create new courses, courses with no enrollments can be reviewed and eliminated, courses that are offered only in-person can start to be offered online too, some areas of the college have not had a recent, major facilities update. As in prior years, HFA courses continue to engage the community and offer opportunities for applied, experiential learning, especially in Studio Art, Theater, Music Performance, and Study Abroad courses. Many HFA courses continue to be offered in a variety of modalities, including online, summer, and dual credit, which helps expand access. HFA courses also successfully promote the ILO outcomes of Communication, Inquiry, and Social Consciousness, as well as the traditional skills of reading, writing, critical thinking, integrative learning, and academic research. We hope to continue and expand these positive outcomes, and to utilize opportunities for continuous improvement.
Resources Needed	Budget allocation or a large external grant to remodel the Art Studio, continued financial support and budget allocation to stage Theater productions that are increasingly becoming more expensive, continued support of tuition waivers, continued funding for student recruitment and marketing, continued funding for faculty professional development, perhaps a new adjunct position for Foreign Language.
Responsibility Who is responsible for completing or implementing the modifications?	The HFA dean is primarily responsible for implementing, managing, and tracking new projects and modifications in the division. HFA faculty, the Dual Credit Office, the Transfer Coordinator, the Curriculum Committee, the Assessment Committee, Academic Counselors, and other administrators may also have a role in supporting various projects.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY2018-AY2023
Review Area:	Counseling and Advising
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Crystal Credi, Dean of Student Success Mark Grzybowski, VP of Student Services
Mission How does the program/service contribute to the mission of the college?	Mission: Illinois Valley Community College is dedicated to creating opportunities for students and our community by providing access to affordable, high-quality higher education and lifelong learning. The Counseling Center provides comprehensive services to enhance the educational learning environment and address the diverse needs of all students at IVCC. Services that are provided include academic advising and planning, career counseling, and transfer services. IVCC counselors provide counseling services inclusive of assessments, career and educational planning, strategies to address academic difficulties, and assistance in planning class schedules. Counselors also facilitate the exploration of the student's educational goals with articulated degree guide sheets and electronic resources, exploring major fields of study, understanding general education requirements, and preparing students for university transfer or entry into the workforce, while mapping the path, timeline, expense, and personal resources needed to meet each student's educational goal. Prior to AY23, The Personal Counseling Assistance Program (P-CAP) offered services to help students by providing confidential and professional counseling assistance regarding personal issues that may be adversely impacting student success in college and referrals to appropriate internal services and community agencies. In AY23, IVCC brought on Transformative Growth Counseling, our on-campus mental health partner, to help students with a variety of needs that range from depression to stress to crisis stabilization.

Advancement of Equity How does the program/service help advance equity?	The Counseling Center is a support service that ensures all individuals have access to academic advising, therapy, and resources. Academic advising is integral in advancing equity by assisting students – regardless of their background, characteristics, or circumstances – access the support and resources they need to be successful. By understanding each unique student, academic advisors can tailor a schedule that fits their needs and goals. Additionally, they can make referrals to appropriate resources, such as academic, basic needs, or personal supports. They assist students in navigating what can feel like an overwhelming college process. Through our partnership with Transformative Growth, IVCC provides four free therapy sessions for all IVCC students. We also have a peer mentor program, so students can speak to peers about their challenges without using a therapy appointment.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The Counseling Center is a support service that provides academic advising, therapy referrals, and resources. Our comprehensive services are designed to: • Educate students about requirements, policies and procedures related to degree programs at IVCC and the transfer process toward a baccalaureate degree at 4-year institutions; • Advocate for their success through collaborative efforts and student support resources; • Empower students to make good decisions and accept responsibility for your academic plan. Counselors remain current on new trends and information with regard to academic advising and career counseling by attending various articulation meetings and professional conferences, trainings, workshops, seminars and statewide meetings. Additionally, during the academic year, monthly staff meetings are held to train and update all staff. Hours of Operation The Counseling Center operates on the following schedule: Mondays, Thursdays, & Fridays 8:00 a.m. – 4:30 p.m. Tuesdays & Wednesdays 8:00 a.m. – 7:00 p.m. Appointments are available throughout the year with the exception of peak registration periods during which “Walk-In” services are provided. Advising and counseling services are also provided at the college’s satellite campus, the IVCC Ottawa Center.

	From Summer 2018 through Spring 2023, the Counseling Center had 4,884 appointments and 25,875 walk-ins.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	The Ruffalo Noel Levitz and CCSSE surveys are used to evaluate these objectives. One area showing a growing gap between student-rated importance and satisfaction is, "My academic advisor is concerned about my success as an individual." With the formation of the Student Success Center in late Spring 2024, the hope is to see this gap decrease in the next program review cycle. Counselors can make referrals to this office, who can connect students to the appropriate IVCC or community resource to meet their basic needs, address housing insecurity, transportation issues, etc.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	These were the identified action steps from last review cycle with updates in italics following the action step. • Continuous review of best practices in regards to improving the student in-take process will occur. From evaluating the current appointment management software and comparing to alternative options to synchronization with the college's student information system will be reviewed. *In-take process is continuously evaluated and tweaks are made to ensure we are meeting students' needs. The current appointment management system was evaluated. Due to the needs of the Counseling Center, a better program was not located at an affordable cost. The student information system does sync to the appointment system through a manual synchronization process.* • Likewise, when developing counselor work schedules, reviewing peak periods of student traffic and the corresponding counselor work schedules will continue to be crucial in determining scheduling needs. Historical traffic data will play an integral role in this, as will counselor feedback. *This is regularly reviewed and fine-tuned to ensure office coverage and meet scheduling needs.* • We will be careful to schedule a plentiful amount of practice time with the Student Planner module so that counselors are comfortable with it as we get set to roll it out to the college community. *Student Planner rolled out in March 2024. Training occurred. This will be reported out in detail in the next program review.*

Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	Colleges must provide academic counseling or advising to ensure students are enrolled in the right coursework and on track for degree, certificate, or other goal completion. IVCC insured it meets the required elements through appropriate and regular staffing throughout the year.
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	The need for academic counseling and advising is fundamental to student success. Colleges must ensure that students are enrolled in the appropriate coursework and are progressing toward their degree, certificate, or other educational goals. The institution determines this need by monitoring enrollment trends, student success metrics, and completion rates. As long as students continue to enroll in courses, there is an ongoing need for counselors to provide guidance, support academic planning, and help students stay on track for timely completion
1.3 If applicable, what is the student usage for this program/service?	From Summer 2018 through Spring 2023, the Counseling Center had 4,884 appointments and 25,875 walk-ins. Since the start of the academic school year in 2022-2023, Transformative Growth Counseling (TGC) has been offering virtual and in-person therapy appointments to all active students. In the school year from August 2022-July 2023, 41 total students utilized therapy services from TGC. Students have become comfortable in seeking help so that number has increased significantly, which will be shared in the next program review.
1.4 How does the student usage compare to assessed need of the program/service?	Student usage closely aligns with the assessed need for the program. From Summer 2018 through Spring 2023, the Counseling Center supported demand by serving students through 4,884 scheduled appointments and 25,875 walk-in visits.
Indicator: Cost	
2.1 What are the current expenditures of the department?	$966,893 for Counseling in FY25; $80,959 for the Student Success Center
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	This service is funded by IVCC. The budget officer has to complete a budget request each fiscal year, including FTE. The VP reviews, and it is then sent to the Business Office for review. The Business Office reviews and denies or approves each budget. The budget officer must approve travel and purchasing requests. Travel requests must be signed off by the budget officer. Travel over $500 needs additional approvals. Purchasing requests must be approved by the budget officer.

	Requests over $2000 need additional approvals. Requests over $1000 need more than one quotation.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	According to the Ruffalo Noel Levitz survey, IVCC students reported higher satisfaction ratings with the approachability of academic advisors compared to national community colleges. IVCC also received higher student satisfaction ratings than national community colleges in key areas such as advisors helping students set goals, demonstrating concern for their success, and providing knowledgeable guidance on program and transfer requirements.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Academic counselors must have a Master's Degree in Counseling, Student Personnel, Psychology with a counseling practicum, or related field with counseling curriculum and/or practicum for educational settings required. Additionally, they must have a minimum of two years recent successful counseling and advising experience at the high school, community college, or university levels required. Community college experience preferred. Counselors must have the ability to work with a diverse student population.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	During AY23, Credit Predictor Pro was purchased and implementation began. This tool serves as a repository for students to upload Credit for Prior Learning requests for review. This has increased CPL awards and aided timely completion/graduation.
3.4 What are the strengths of this program or service?	• Flexibility to meet student demand - The counselors' flexibility to meet students' needs is one of the greatest strengths of this program. • Service to Students and Continuous Learning - The counselors are continuously learning in order to stay on top of programming changes, university requirements, etc. Collectively, IVCC Counselors possess decades of experience. The amount of institutional knowledge, academic program expertise, and grasp of the college articulation process are all remarkable strengths that are apparent to students. • Same Day Call Back & Walk-in Counselors – Whether students come in person or call for assistance, counselors are available to immediately serve students with questions relative to academic advisement and career counseling. By increasing the number of walk-in counselors available to students, IVCC Counselors are able to work through a larger number of students in a shorter amount of time per student.

	• First Year Counseling & Registration (FCR) Program - the FCR is an on-campus orientation process that entails a brief overview of services and regulations, a meeting with an IVCC counselor, and assistance from the Student Help Desk on technology accounts. • Complementary Services (Safe Journeys & IVCC Project Success) – IVCC's on campus partner, Safe Journeys, is a not-for-profit domestic violence and sexual assault center. They provide office hours for students to have access to a confidential sexual assault counselor. Additionally, they provide programming to increase awareness about sexual and dating harassment and violence. Project Success is IVCC's TRiO program and is virtually an extension of the IVCC Counseling Center. TRiO is a federally-funded program designed to improve the retention, transfer, and graduation rates of 160 low-income, first-generation, or disabled college students. Services include workshops and seminars on study skills, time management, stress reduction, and career exploration. Students who participate in Project Success also receive opportunities to attend cultural enrichment events and assistance in obtaining financial aid. Students who qualify for a Pell Grant may also receive additional grants-in-aid.
3.5 What are the challenges or weaknesses of the program/service?	• Challenges continue to be a cohesive way to evaluate our services upon check-in or check-out. • Continuing to provide the appropriate mix of scheduled appointments and counselor walk-in availability is regularly reviewed for improvement. • Another challenge is the retention of at-risk students.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Student surveys and focus groups were utilized during this time to determine the program's strengths and challenges. Additionally, we evaluated our First Year Counseling and Registration sessions and made changes based on feedback.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	We review student survey feedback to determine if processes need improved. With the help of the Institutional Effectiveness department, we can analyze this data and implement solutions.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	The Ruffalo Noel Levitz and CCSSE captures this data. One of the objectives that has an increasing gap is, "My academic advisor is concerned about my success as an individual." With the formation of the Student Success Center in late Spring 2024, the hope is to see this gap decrease in the next program review cycle. Counselors can make referrals to this office, who can connect students to the appropriate IVCC or community resource to meet their basic needs, address housing insecurity, transportation issues, etc.

3.9 Were there any identifiable equity gaps in the data? Please explain.	***The below data is regarding overall college persistence – not the program specifically.*** **Race/ethnicity** Areas where Fall to Spring persistence <60%: -FY19 Asian, Black or African American, and Unknown -FY20 NA -FY21 NA -FY22 Black or African American -FY23 NA Areas where Fall to Spring persistence between 60 and 67%: -FY19 Hispanic/Latino and Native Hawaiian or Other Pacific Islander* -FY20 American Indian or Alaska Native, Black or African American, and Unknown -FY21 Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander*, Two or more races -FY22 Unknown -FY23 Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander **Race/ethnicity w/ Sex** White females and males are the only student categories where the persistence rate is 67% or greater over the 5 fiscal years, all other race/ethnicity breakdown by sex has one or more fiscal year where the fall to spring persistence rate is less than 67%. Instances where fall to spring persistence is less than 67% for all five fiscal years is Black or African American females. **Race/ethnicity w/ Age** Students reporting as Asian, Black or African American, Hispanic/Latino, Unknown, and White who are 25+ in age all fell below the 67% threshold for four of the five fiscal years. With Black and African American students age 25+ being under in all 5 fiscal years. **Race/ethnicity w/ Pell** Categories where fall to spring persistence is between 60 and 67% for all five fiscal years include students identifying as Black or African American and Hispanic/Latino and who did not receive a Pell award.

	Single parents Single parents are consistently retained at lower rates than non-parents. The single parent fall to spring persistence rate falls between 61 and 67% by fiscal year, where non-parents' persistence ranges from 69 to 72%. *More disaggregated data can be found in our IVCC Equity Plan:* [*https://www.ivcc.edu/dei/IVCC_Equity_Plan.pdf*](https://www.ivcc.edu/dei/IVCC_Equity_Plan.pdf)
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	We are developing a more integrated, holistic plan of research- or practice-informed policies, services, strategies, and practices to be implemented (or continued) to close equity gaps for minority, low-income, rural, adult, individuals with disabilities, or other marginalized, underrepresented groups. These are written into our strategic and institutional plans/goals. Providing equitable access to college advising means ensuring that all students—regardless of background, income, race, or location—receive the guidance and support they need to make informed decisions about higher education. We have day, evening, and virtual options for advising students. We have increased availability of counselors daily during First Year Counseling and Registration sessions. What we can do is use data to identify and support at-risk students. The College will be implementing retention software, which will help us in identifying at-risk populations and patterns.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	The program actively addresses inequities in instructional programs through collaborative efforts with the Curriculum Committee, DEI Committee, and Teaching and Learning Committee. Two of our academic counselors participate in the Curriculum Committee, one being the co-chair of the committee. The Curriculum Committee ensures that course content is inclusive and reflective of diverse perspectives. Additionally, the Vice President for Student Services serves on the DEI Committee and is the co-chair of the committee. The DEI Committee identifies and addresses systemic barriers to equity, promoting practices that support underrepresented and marginalized student populations. Meanwhile, the Teaching and Learning Committee supports faculty development in culturally responsive pedagogy and inclusive teaching strategies. The Dean of Student Success participates on this committee. Together, these committees work to create a more equitable and supportive learning environment for all students.

Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• Maintaining the right balance between scheduled appointments and counselor walk-in availability remains an ongoing area for review. o Conduct periodic analysis of appointment and walk-in usage patterns to adjust availability accordingly. o Gather student feedback on preferred advising formats and times. • There continues to be a lack of a cohesive method for evaluating our services during student check-in and check-out. o Develop and implement a standardized feedback tool to be completed at the end of visits o Integrate feedback collection into existing systems o Regularly review collected data to identify trends and areas for improvement. • Another challenge is the retention of at-risk students. o Implementing the Ellucian Retention module will help in identifying and reaching out to at-risk students earlier. Implementation of this module was on hold due to our Cloud migration. This is on IT's project list, and the hope is to implement this by Spring 2026.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Students from underrepresented backgrounds may face barriers such as work schedules, transportation, etc. Ongoing review of data ensures we are providing equitable access. Evaluation of services captures the experiences of a diverse student population; this ensures data-informed decision-making. Students of color and other marginalized groups are often overrepresented among at-risk populations. Implementing this Retention software will help us become more proactive in reaching out to at-risk students and helps us see patterns.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Student needs for walk-ins and scheduled advising appointments change over time. To ensure we continue to meet those needs equitably, regular review and adjustment of our advising model is essential. While IVCC consistently ranks above the national average for satisfaction in academic advising, ongoing evaluation and refinement of our services remain critical to maintaining and improving that standard.
Resources Needed	Time, tools to evaluate services, implementation of retention alert software
Responsibility Who is responsible for completing or implementing the modifications?	Crystal Credi, Dean of Student Success

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY2020-AY2024
Review Area:	Disability Services
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Tina Hardy – Coordinator – The Center for Accessibility and Neurodiversity Ellen Evancheck – Director of Learning Resources
Mission How does the program/service contribute to the mission of the college?	The Center for Accessibility and Neurodiversity (CAN) contributes to IVCC's mission by creating opportunities to reach academic and career goals by ensuring equitable access to students with learning differences via accommodations, individualized learning support, and resource referrals.
Advancement of Equity How does the program/service help advance equity?	The Center for Accessibility and Neurodiversity advances equity by ensuring that students with learning differences or disabilities have equitable access to courses, materials, and services via reasonable accommodations. In addition to accommodations, CAN offers a wide array of additional services that support diverse learners in achieving their academic goals, such as executive function coaching, transition support, and individualized learning support. The CAN Coordinator offers class visits and workshops for faculty and staff to build awareness of disability-related issues, helping reduce the risk of inequity and discrimination.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The program being evaluated is the Center for Accessibility and Neurodiversity, formerly called Disability Services. Students who use services through the office may have a variety of learning differences that include, but are not limited to, ADHD, learning disabilities, autism, medical or mental health issues that create barriers to learning, sensory or mobility issues, and traumatic brain injury. The office has one full-time coordinator, and one full-time administrative assistant that supports the CAN office and does administrative tasks for the Director of Learning Resources.

	The objective of the CAN Office is to ensure that students with learning differences or disabilities have equitable access to courses, materials, and services through reasonable accommodations, and to provide individualized support that empowers them to achieve their goals.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Equitable access is provided through academic accommodations to about 150-170 unique students annually. This is done via the interactive process wherein the coordinator and student meet to determine barriers created by a student's learning differences and reasonable accommodations and supports needed. Each student meets with the coordinator to do an intake meeting, learn about office processes and procedures, and formalize accommodations through letters to each instructor. Accommodations are supports that help students gain equitable access to curriculum, materials, or the environment. They are individualized based on student need and are determined via the interactive process between CAN staff, students, and instructors. Examples of common accommodations include, but are not limited to, extended time for tests, test readers, note taking support, adjustable furniture, or sign language interpreters. Student learning styles and needs are assessed and additional individualized support services are provided throughout the year. Support could include: • Executive functioning and/or academic coaching that is a co-active process where the student identifies academic challenges in areas such as time management, organization, motivation, or general study skills, and the coach and student work together to identify goals and action steps. The coach provides guidance and accountability partnership to help each student achieve their stated goals. • Learning support that is individualized based on each student and the tasks they need to accomplish. Learning support could include, but is not limited to, assessment of academic skill strengths and barriers, development of time management, organizational or study strategies, assistive technology recommendations, connections to campus or community resources, guidance on disability disclosure or communication with faculty, staff, or peers, or recommendations for evaluation of learning difference. • Transition support designed to help students with learning differences get to and through college, and onto their next

	steps beyond IVCC. Transition support could include: attending IEP meetings, meeting with incoming students and families, offering summer bridge or orientation activities, first-semester check-ins, as well as guidance for transferring to another school or into the workforce. • Accountability check-ins on a bi-weekly or monthly basis • Assessment of assistive technology needs • Resource referrals • Guided introductions to the appropriate academic or student services staff In addition, the CAN coordinator offers class visits and workshops for faculty and staff, to build awareness of disability-related issues ways to include and engage diverse learners. The CAN Coordinator offers a 5-day summer bridge program called Get Set available to any student that wants to build competence, confidence, and connection prior to the start of the semester. Technology support, resource connections, study skills, time management, goal setting, career exploration, self-regulation and wellbeing are all covered in interactive sessions. Students are then linked to staff or peer mentors for the semester to provide individualized supports described above. The achievement of the Get Set program and other services offered to meet the objective of empowering diverse learners to meet their goals is measured via student feedback surveys, usage reports, and student and alumni testimonials.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Action steps from the previous report included trying to adequately staff the office and/or forge alliances with other departments to help alleviate the workload on the coordinator. Since the last report there have been three administrative assistants and two temporary helpers in the office. This has not equated to the stability needed to maintain services adequately. In fall of 2025, a full-time administrative assistant to the Director of Learning Resources was hired to staff the CAN office. A new full-time accommodation specialist position has been requested as part of the FY26 CAN budget. The CAN office regularly collaborates with staff all over the college to maintain a high degree of service excellence to students. Tutoring and Writing Center staff, as well as others, help provide test reading services. Student Help Desk staff support assistive technology needs. Temporary staff have

	stepped in to fill some of the administrative assistant duties when there have been gaps in hiring. Referrals are made to Student Success, Project Success (TRIO), and mental health services. Efforts started in the last program review period to collect and report on success in accommodated courses, retention, and GPA have been hindered by turnover in leadership positions in academic affairs and staff shortages in the CAN office. However, new AIM office management software that's been used since 2024, is helping to provide clear records of students that have been accommodated, and provides other reporting capabilities about students that have yet to be fully explored. Initial reports from the AIM portal showed that in the fall 2024 semester 86 students requested accommodations in a total of 161 classes. In spring of 2025, 91 students requested accommodations in 153. It should be noted that fall 2024 was the first semester where AIM was used as the primary way of requesting accommodations. Students are still building familiarity with using the AIM portal effectively. Reports from Colleague and traffic data collected with Microsoft Forms have been used to give us a basic level of information about the number of students served and services rendered. The Microsoft Forms check-in tracker revealed that in the fall 2024 semester, when we first began tracking walk-ins, nearly 400 duplicated students had appointments in the office. Initial meetings, inquiries, study sessions, proctored tests, coaching and study skill sessions were all provided. In spring of 2025, 237 duplicated students used similar services.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	ADA and 504 require that students with disabilities should not be discriminated against and they should have equitable access via reasonable accommodations. The college provides reasonable accommodations to all students who request them via the interactive process**.**
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	The need for CAN is driven by the legal requirement to provide equal access to students with disabilities. In addition, IVCC is committed to being an inclusive

	environment for *all* students. Many students with disabilities or learning differences need specialized supports and services to equitably participate in not only academics, but all programs the college offers.
1.3 If applicable, what is the student usage for this program/service?	- About 150-170 unique students annually receive accommodations through CAN. - In the fall 2024 semester, when we first began tracking walk-ins, nearly 400 duplicated students had appointments in the office. Initial meetings, inquiries, study sessions, proctored tests, coaching and study skill sessions were all provided. - In spring of 2025, 237 duplicated students used similar services.
1.4 How does the student usage compare to assessed need of the program/service?	The college provides reasonable accommodations to all students who request them via the interactive process. About 5% of IVCC's student population is registered with the Center for Accessibility and Neurodiversity. This is somewhat lower than the national average. According to a National Center for Education Statistics **report,** 12-13% of students reported their disability to the college. Many students with disabilities may seek out other academic support services such as tutoring or instructor office hours. Other students may not report because they are not aware of CAN or their eligibility for the services.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Expenditures for FY 2024: - Materials, software and professional development: $12,728 - Salaries and benefits for one full-time coordinator and part-time clerical staff: $129,329 - Other contractual services: $3,318
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	- Materials, software and professional development Operating expenses are paid from the college operations fund. - Salaries, benefits, and contractual services are paid from the tort fund. - The cost of offering the Get Set program in 2022-24 was funded by the Innovative Bridge and Transitions Grant. To ensure that program could be sustained after the grant funding ended, costs were cut by discontinuing stipends for mentors, incentives for students, reducing marketing, and the number of times the program was offered from two times a year to one. This made it possible to include the remaining costs in the operating budget.

	- The CAN office has been understaffed for many years due to lack of funding for more than one full-time coordinator and a part-time admin assistant. The part-time job was often vacant and there was no coverage for the coordinator when she was out of the office. To ensure sustainability a request has been made to hire a full-time accommodations specialist in FY26.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Not applicable
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Job descriptions clearly outline required education and experience. The CAN coordinator position requires a bachelor's degree from an accredited institution in special education (a master's degree is preferred), and a minimum of three years in higher education servicing students with learning differences. The hiring process managed by HR ensures that applicants meet the minimum requirements before being considered and conducts background screening and reference checks to ensure safety and compliance. Funds are budgeted for the CAN Coordinator to maintain membership in the local and national chapters of the Association on Higher Education and Disability (AHEAD) and to attend at least one out of state conference every other year in addition to attending local events annually. Funds not spent on an out-of-state conference are used for professional development. Funds are also budgeted for part-time staff to participate in professional development opportunities that help them achieve annual goals identified during the annual performance review process. The college also has a succession plan in place to replace experienced staff planning to retire before their retirement date.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	Get Set is a 5-day summer bridge program that helps students build competence, confidence, and connection prior to the start of the semester. Technology support, resource connections, study skills, time management, goal setting, career exploration, self-regulation and wellbeing are all covered in interactive sessions. Students are then linked to staff or peer mentors for the semester.

	Almost 75 students have participated in this program over the past three years. Surveys of participants show 99% would recommend the program to others,70% of attendees have either completed a degree or are still actively persisting toward their degree. A new Minds of All Kinds group was formed about two years ago. It is an affinity group for students with learning differences. The goals are to provide meeting time with a safe space for conversation, opportunities to build advocacy skills, and develop outreach and awareness-building opportunities, too. While attendance has been sporadic, students have indicated that the ability to interact with their neurodiverse peers has helped build confidence and connection. In addition, because of a group like this, students indicate that IVCC feels like a neuroinclusive environment. Nationally recognized neurodiversity expert and author, Dr. Maureen Dunne, did a campus and community presentation based on her book The Neurodiversity Edge as part of our One Book One College program that featured the topic of disability. Nearly 130 community members attended her keynote presentation, and about 20 students had an intimate lunch and conversation with her. Dunne also did faculty development training.
3.4 What are the strengths of this program or service?	The strength of this program is that the full-time CAN coordinator has been in her position for 25 years. This stability has led to building trust among faculty, staff, students and community members because service has been consistent and of high quality. The coordinator not only has a master's degree in special education, but is a certified executive functioning coach, adjunct faculty at Landmark College, and is a graduate of that school's Neurodiversity and Learning Differences certificate program. She has built a wealth of knowledge and experience regarding the students she serves and the services she provides. Several innovative programs and services have originated from the CAN Office. The coordinator onboarded the YOU@IVCC wellbeing portal 10 years ago via a $10,000 grant from ICCB. The college has continued this digital health and wellness portal for students and staff since that time. Get Set, the summer bridge program, was funded through an ICCB grant program. The coordinator was able to use the funds to build the program, pay peer mentors, incentivize students, and provide them with a wide variety of supports. As mentioned previously, IVCC's first student group focused on

	neurodiversity was formed, and disability was highlighted in a major way by the coordinator bringing Dr. Maureen Dunne to campus via a generous donation from a Foundation contributor. We've moved to an office management system called AIM which is making the daily workflow more efficient than it has been in the past. Students have remained at the center of the CAN office and services are done efficiently and effectively.
3.5 What are the challenges or weaknesses of the program/service?	The CAN office lacks adequate staffing and resources. There is one full-time coordinator that serves 150-170 students annually by themselves. This leads to certain office tasks being sidelined in favor of providing excellent service to students. Things like data collection, report generating, process and policy updates need more attention than they are getting. There is hope that things will improve with the addition of a full-time, but shared administrative assistant, and hopefully, another full-time accommodation specialist.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Data collected from Colleague, Microsoft Forms, and the AIM accommodation portal were used to support some of the program strengths and needs. For example, the amount of student appointments or student accommodations highlights the workload of the full-time coordinator. Data from the Get Set program was used to highlight its outcomes. Satisfaction and persistence data were previously provided.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Within the past year CAN has begun developing end-of-semester reports that reflect the number of duplicated and unduplicated students who received services. We also track the type of services students use. Examples of services include initial inquiries, intakes, check-in appointments, study skill or coaching sessions, or assistive technology training sessions. Overall walk-in and service numbers have been used to advocate for additional office staff.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	• Daily and program surveys were done in the Get Set program to measure satisfaction and effectiveness. • Data on the number of accommodated students was recorded in Colleague and in the AIM accommodation portal. • No formal measures are in place to evaluate program effectiveness.
3.9 Were there any identifiable equity gaps in the data? Please explain.	Data is not available.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Administration approved the budget and hiring of a full-time, shared administrative assistant within the past year. A request for a full-time accommodation specialist position was requested and was approved by the college administration to be included in the proposed budget for FY26. Having more staff will make it possible to improve data collection, report generating, process and policy updates, training of new staff, and the ability to reach more students who need accommodations and support services.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	The Center for Accessibility and Neurodiversity addresses instructional inequities by providing reasonable accommodations to all eligible students who request them. Furthermore, as outlined above, CAN provides a wide array of “beyond access” services that support diverse learners in achieving their academic goals. In addition, the CAN coordinator offers class visits and workshops for faculty and staff, therefore building awareness of disability-related issues and thereby decreasing the probability of inequity or discrimination.

Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• Spring of 2025 – Submit a job description and rationale for hiring a full-time accommodations specialist for approval by administration and the budget council. • Fall of 2025 – If the Board approves the funding of this position in the FY 26 budget, the position can be posted and filled during the 25/26 academic year.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The CAN office currently addresses instructional inequities by providing reasonable accommodations to all eligible students who request them. Furthermore, as outlined above, CAN provides a wide array of “beyond access” services that support diverse learners in achieving their academic goals. In addition, the CAN coordinator offers class visits and workshops for faculty and staff, therefore building awareness of disability-related issues and thereby decreasing the probability of inequity or discrimination. Hiring a full-time accommodations specialist will make it possible to sustain these efforts and allow the CAN coordinator to focus on gathering and reporting on data needed to show how accommodations and other support services impact student success.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	There is one full-time coordinator that serves 150-170 students annually who is eligible to retire in the coming years. In addition to retaining the administrative assistant hired in FY25 who is managing office operations, hiring a full-time accommodation specialist will allow the coordinator to focus on improving data collection, report generating, updating process and policy updates, and training new staff. This will also make it possible to sustain the high quality of services offered to the number of students being served, while laying the groundwork to reach more students in need of those services. This also allows time to plan for the succession of the current coordinator who has built a wealth of knowledge and experience regarding the students served and the robust services provided.
Resources Needed	Funding for additional staff.
Responsibility Who is responsible for completing or implementing the modifications?	If funding for additional staff is approved by the Board, the Director of Learning Resources Director and CAN Coordinator are responsible for seeing that the position is filled in FY26. The Director of Learning Resources will work with the Dean of Institutional Effectiveness and the CAN Coordinator on restarting efforts to gather and report on data needed to measure impacts on student success for students served by the CAN office. The CAN Coordinator is responsible for updating process and policy updates, and training new hires in CAN on how to provide the current level of support services to diverse learners.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY2020-AY2024
Review Area:	Library Services
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Ellen Evancheck, Director of Learning Resources Sarah Stevenson, Library Services Coordinator
Mission How does the program/service contribute to the mission of the college?	Jacobs Library at IVCC strives to integrate the college's mission, vision, and core values into library programs and services by creating opportunities for students and the community to discover and evaluate information resources and to develop lifelong learning skills.
Advancement of Equity How does the program/service help advance equity?	Jacobs Library provides equitable access to information, resources and academic support for all learners by creating an environment where all students are greeted, welcomed, and empowered to be life-long learners. The service objectives below show how Jacobs Library advances equity.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The library's mission is to support learning and teaching at IVCC with several objectives in mind: • provide equitable access to information and discovery through the library's services, resources, and technology • teach information literacy skills and empower learners by cultivating independent critical thinking skills and framing research as strategic exploration • provide space for all to participate in knowledge exchange, collaborative learning, and meaningful study • curate, assess, and develop the collections to ensure they meet the needs of our community • foster a sense of belonging and compassionate care for all learners through supportive services and spaces
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or	The library is making progress towards each of these goals in measurable ways. We currently participate in two large benchmarking surveys, reporting out on

assessed?	various metrics related to our collections and services: - ACRL Academic Library Trends and Statistics - IPEDS In addition, we conduct internal data collection of space usage, collection usage, information desk usage, research help services, information literacy instruction sessions, online library orientation participation, website usage, etc. Some of these statistics are collected and evaluated weekly to allow for proactive responses to changing user needs. The rest are gathered yearly for review and evaluation by the coordinator. Finally, a campus-wide student satisfaction survey is facilitated by the Institutional Effectiveness office every three years. The library consistently scores well on student satisfaction with our services.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	In May of 2021, the Tutoring and Writing Center and student technology support services were moved into the same space used by Jacobs Library in Buildings A and C on the IVCC Oglesby Campus to create a centralized space for comprehensive academic support services. To make room for additional services, the library gave up storage, and workspace, and repurposed old furniture to maintain individual and group study areas that are heavily used. Combining services into one area called the Academic Support Center (ASC) significantly increased foot traffic and utilization of the services and the space. There are as many as 7,000 visits to the Academic Support Center a month. To accommodate the use of the ASC, remodeling is needed to address issues with lack of storage, inaccessibility, safety issues, lack of functional work areas, a need for more individual and group study space, better infrastructure for technology, outdated furniture, and a lack of space to grow. The library successfully replaced the EZProxy authentication system with Open Athens. An OER task force of staff and faculty led by the Collection Dev. & Acquisition Librarian was formed

	with the approval of the Teaching and Learning Committee with the goal of creating an awareness of the benefits to students of using OER for teaching and learning. A website of resources was created, an OER course was developed in the LMS, and a day long workshop on how to evaluate, curate, and create OER was presented to faculty at the Faculty Summer Institute in May 2024 that was well received by attendees. Due to the resignation of the librarian leading the work in summer 2024, the OER task force disbanded and work promoting OER paused. Library website updates continue. A complete accessibility review still needs to be completed. Once that has been done, tutorial videos and the library's online orientation will need to be revised. The library initially created a subcommittee for library outreach. However, with staff turnover, work paused.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	A library is required per ICCB Accreditation Standards. (Section 1501.302; 5B) "Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible and maintained."
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	Robust library services, collections, and spaces are essential to the college's mission to foster personal and professional growth and well-being for students and the community. Research and discovery of knowledge are at the heart of educational discovery and innovation. The college must maintain its commitment to providing access to high quality information resources in support of curricular and co-curricular programming as well as access to professional librarians for help navigating the increasingly complex information landscape and teaching lifelong learning skills. Library services and resource acquisitions are determined by assessed college curricular needs as well as the interests of the community at large.
1.3 If applicable, what is the student usage for this program/service?	Library research help services are used by students through drop-in and by appointment, especially at peak times during the semester when assignments requiring research are due. Circulation of library materials has increased. Information literacy

	instruction sessions have decreased (see 1.4).
1.4 How does the student usage compare to assessed need of the program/service?	During a period of low staffing due to turnover, there was a drop in scheduling of information literacy instruction sessions and research consultations. We anticipate this number to increase once we are fully staffed with three professional librarians and outreach program efforts resume.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Total expenditure (FY24): $416,6247
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Library services, resources, and personnel are funded by the college's operating budget. Jacobs Library participates in CARLI and NILRC, two consortia of Illinois Libraries that allow us to gain substantial discounts on licensed electronic resources and tools as well as negotiated group licensing of certain resources at an affordable rate for a school with our FTE. Our membership fees are minimal compared with the benefits received from membership in these consortia. In addition, our membership allows for participation in I-Share, a resource sharing service between member libraries, which provides access to materials beyond what we can purchase at our individual location. With several vacancies in the library leadership team, the new Director of Learning Resources restructured the library team in fall of 2024, hiring a Coordinator of Library Services to oversee library staff, collections, and operations. The new coordinator continued reorganization, distributing librarian responsibilities between the new part-time Outreach & Instruction Librarian position and the Public Services Librarian. In addition, the Technical Services Technician was promoted to Technical Services Specialist, taking on additional e-resources responsibilities. These changes improved equity and work distribution among the library staff without increasing costs, making it easier to hire and retain qualified staff and sustain the programming and services the college community has come to expect of Jacobs Library.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Jacobs Library currently gathers and reports data for IPEDS and ACRL Academic Library Trends and Statistics annual surveys. Institutional Effectiveness

	conducts the Noel Levitz student survey every three years. Library services received high marks in the most recent iteration. With several vacancies in the library leadership team, the new Director of Learning Resources restructured the library team, hiring a Coordinator of Library Services to oversee library staff, collections, and operations. The new coordinator continued reorganization, distributing librarian responsibilities between the new part-time Outreach & Instruction Librarian position and the Public Services Librarian. In addition, the Technical Services Technician was promoted to Technical Services Specialist, taking on additional e-resources responsibilities.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Jacobs Library requires a Master's of Library Science for all professional librarian positions (2.7 FTE). Currently, the library budget and operations are managed by the Coordinator of Library Services (a professional librarian) and reference, instruction, outreach, and public services are all managed by professional librarians. The librarian position descriptions have been updated (Spring 2025) to reflect professional development and professional service requirements to ensure growth and staying current with trends and best practices in the library field. The current requested budget (FY26) includes funding for professional development for librarians and staff (as needed).
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	In addition to migrating (2020) to a new integrated library system (Alma), the library licensed a new e-reserves system (Leganto) that is a companion to the ILS. This e-reserves system allows faculty to create reading lists embedded in their online courses that connect directly to library resources, allowing for seamless access to course readings for students. In 2021, the library began a campus common read program, called "One Book, One College." This program provides opportunities to explore diverse perspectives, and encourage scholarly conversation and critical thinking among students, faculty, and staff. This popular program includes events throughout the year (keynote speakers, panel discussions, book discussions, and performances and presentations by subject matter experts open to

	students, faculty, staff and the public). The program has led to campus projects (e.g., Native Plant Garden), and several faculty use the One Book as their course text. The library partnered with several academic departments to house new reserve items for students, cutting the cost of course materials substantially. Examples include textbooks for the Early Childhood Education program and mini skeleton models for Biology Labs. In 2022, the library hosted the Illinois Valley Library Summit, which brought together area library staff for networking, collaboration, and professional development. The goal was to increase knowledge and cross-promotion of programming available for our communities across libraries (public, school, and academic).
3.4 What are the strengths of this program or service?	Jacobs Library's strengths lie in our commitment to excellent customer service and responsiveness to patrons' needs. Staff are knowledgeable and helpful, answering library questions and referring visitors to our partner services as needed. We provide access to a diverse and growing collection of resources driven by curricular needs, student and local community interests, as well as well-being and student success needs. Within the bounds of our current facility, we adapt spaces to meet student needs as well and promote a sense of belonging through engaging programs and displays.
3.5 What are the challenges or weaknesses of the program/service?	Space/facility challenges: Maximizing space usage and optimizing furniture configuration for student needs is one of our major challenges. Our current furniture does not reflect trends in student study habits or work styles. It is dated in appearance, uncomfortable, and does not use the current footprint of the main reading room to its capacity. Group and quiet study spaces are limited but in demand. The Active Learning Space and Collaboration Table, while updated in the previous review cycle, do not get high use from students when not reserved for events. Further investigation into student use of the space is needed. In addition, the current library service desk is too high and not accessible to all patrons. It is also not conducive to having private research help sessions between

	students and librarians, requiring students to disclose research needs in the middle of a busy, public space. Studies show this is not an effective model of reference service anymore. Staff work areas and equipment are outdated and not conducive to team collaboration and optimizing shared workflows. Library staff are dispersed across two separate work areas. Inequity exists between librarians and technicians in work areas and equipment available for work. For example, not all library staff have laptops, which hinders collaborative work in meetings. Organizational infrastructure: The Library team structure has been reconfigured several times due to turnover and reorganization in the last several years. Library documentation is in several different physical and digital locations and needs to be reviewed and consolidated. In addition, outdated materials need to be evaluated for disposal. Interlibrary loan services: Jacobs Library currently provides interlibrary loans (beyond I-Share book requests) on an as needed basis via email request. The system is not being used to capacity to enable faculty and other researchers to request materials beyond IVCC and I-Share libraries using a form linked from the library's catalog. The system needs to be configured to allow for broader interlibrary loan usage, and staff will need training in anticipation of a larger volume of requests.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	A recent campus-wide student study survey (space use) evaluated space use including the library. The Library Services Coordinator has been conducting a comprehensive scan of library services to identify gaps (e.g., Interlibrary Loan, Copyright Compliance, etc.).
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Weekly statistics are gathered and reported to the Library Services Coordinator for review, so that we can be responsive to needs throughout the year rather than a one-time annual review. When data is received (e.g., Noel Levitz survey), library staff meet to discuss data and possible changes/solutions in response to information gathered.

	We record instruction statistics in order to proactively connect with faculty each semester to schedule information literacy sessions.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Surveys were sent to attendees of events offered in AY2022-2023 as part of the One Book One College (OBOC) Program to gather the following data to use for improvements to program offerings in the future. • Best day and time for events • Motivation for attending • Skills learned at event that address Institutional Learning Outcomes (ILOs) that relate to social consciousness, communication, inquiry and responsibility • If the programming fulfills the mission to "create a community of readers and critical thinkers, and to create a vibrant and engaging dialogue on campus and beyond." • If program participants demonstrated compassion, equity, and respect • How attendees learned about the events, and • How likely they are to attend another event
3.9 Were there any identifiable equity gaps in the data? Please explain.	Demographic data was not collected and equity gaps were not identified.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The college used grant funding in 2020 to purchase laptops and hotspots for semester-long loans (facilitated by the library). This is a significant college affordability endeavor helping to address the technology and internet access gap for students. The original equipment is now being evaluated for replacement by IT and Business Services.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	We offer the opportunity for students to meet with librarians for research help in person or online via Zoom with a variety of accessibility options. This allows us to support students with diverse learning needs, transportation considerations, and scheduling challenges. We provide access to checking out hotspots and laptops on a semester basis. We also provide desktops equipped with technology needed to complete assignments for those who may need to use equipment and the internet while on campus.

Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Maximize space usage and optimize furniture configuration to reflect trends in study habits and address current student needs. Consider the addition of group and quiet study spaces and address accessibility and lack of privacy/confidentiality (for research inquiries) at the service desk. Anticipated work to be completed in phases between 2026-2028. The Board of Trustees approved submission of the Academic Support Center Renovation Project (which houses Jacobs Library) to be submitted to ICCB as the top priority for RAMP funding for FY26. The college continues to look for additional funding as well. Configure current integrated library system to enable streamlined interlibrary loan request processes for users. Anticipated completion end of FY26. Library organizational infrastructure: Library staff have been assigned to review documentation for their work area and ensure it is stored digitally in SharePoint. Anticipated completion of digital material re-organization is the end of FY26. Fill open positions the library is budgeted for in FY26 needed to fully resume the OBOC program, work promoting the adoption of OER for teaching and learning, and offering the number of information literacy instruction sessions and research consultations that dropped when staffing levels were low.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Updating the spaces (e.g., for accessibility, privacy, and trends in student study needs) will contribute to creating a more welcoming and inclusive environment. The library also remains committed to evaluating, acquiring and providing access to a diverse and inclusive collection, providing materials on broad subject-matter in multiple formats.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, Jacobs Library has strong alignment with IVCC's mission through support for equitable access, information literacy, and lifelong learning. Key goals include equitable resource access, research skill development, inclusive spaces, and responsive collection development and management. Jacobs Library has a few identified challenges including: • Outdated and inflexible physical spaces, including inaccessible and non-private service desk. • Staff workspaces and technology unevenly distributed and outdated. • Fragmented documentation due to changes in

	organizational structure. • Interlibrary loan system is underutilized and needs improvement. • These challenges and opportunities will be addressed in the following ways: • Reconfigure library space (2026–2028) for accessibility, privacy, and student use trends. • Consolidate digital library documentation by the end of FY26. Advocate for all library staff to have laptops. • Improve interlibrary loan system by end of FY26. • Advocate for and seek funding for ASC renovation (submitted as FY26 RAMP priority). • Fill open positions the library is budgeted for in FY26 Future modifications could be made due to changes in funding and staffing changes.
Resources Needed	Funding for remodeling and furniture/equipment acquisitions.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Learning Resources and the Coordinator of Library Services

Adult Education and Literacy

College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY2020-AY2024

Performance and Equity

Please complete for the ABE/ASE program reviewed. Data for each year may represent a cohort.

	AY2020	AY2021	AY2022	AY2023	AY2024
Number of Students Enrolled	372	211	265	339	314
Number of Completers	59	42	53	60	60
Number of Students in a Bridges course:	6	10	8	17	13
Number of Students in an ICAPS course:	3	3	4	5	14
Number of Students in Workplace Literacy Training:	0	0	0	0	0
Other (Please identify)	N/A				

How does the data support the program goals? Elaborate.	Program goals are to increase enrollment, completions and transition to post-secondary education. The number of Adult Ed students is steadily increasing along with completers. The Bridge student numbers have fluctuated over the years due to employer demands. The largest increase has been seen in the number of students enrolled in ICAPS courses due to tuition incentives, comprehensive support services, and experiential and informational activities at IVCC.
Are there any identifiable gaps? If so, please explain.	COVID impacted all the goals in AY2021 with enrollment, completers, Bridge, and ICAPS students. In AY22, a considerable increase was made in enrollment and completions. In AY23 and AY24, enrollments, completions, Bridge, and ICAPS enrollments are on the rise.
What is the college doing to overcome any identifiable gaps?	IVCC is promoting ongoing access to comprehensive support services such as providing transportation, addressing mental health and food insecurity, and referrals for employment.

Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	IVCC is promoting inclusive Universal Design for Learning (UDL) teaching approaches to reach all learners. IVCC provides translation services for non-English speakers during intake and enrollment.
Review Summary	
Program Objectives What are the objectives of the program?	IVCC provides free Adult Education services to eligible adult IVCC district students. The goals are to enroll Adult Education students in Adult Basic Education, Adult Secondary Education (GED), and ESL classes in the IVCC district to strengthen literacy and academic levels by offering free classes, on- and off-campus. Bridge/ICAPS programming: Offer career pathways and transition opportunities to students who meet exit criteria. The goal is for students to earn IL High School Diploma and CTE credentials simultaneously in a fast-track model.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Adult Education has many internal as well as diverse external WIOA partnerships in the community that help students meet goals that correlate with state and NRS goals of achievement. Specific goals (Persistence, Educational Functional Attainment, Post Testing, ESL and IL High School Diploma Completers/Credentials, Transition to Post-Secondary Education or Employment) are measured through the statewide reporting database (DAIS*i*).
How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan?	IVCC Mission: Illinois Valley Community College is dedicated to creating opportunities for students and our community by providing access to affordable, high-quality higher education and lifelong learning. Adult Education is in alignment with the college's mission in offering free, ICCB supported, and accessible Adult Education services. Adult Education completers transition into certification programs, e.g., CNA, Truck-Driver Training, Phlebotomy, Paramedic, Welding, and other CTE programs.

What gaps were identified as it relates to program need?	Adult Education continues to add career pathways and transition program, e.g., Bridge/ICAPS programs. IVCC continues to improve pathways to Citizenship through classes, counseling, and referrals. IVCC continues to monitor and follow-up with Adult Education students who are transitioning to post-secondary education. IVCC has expanded recruitment efforts for Adult Education classes through social media and other marketing tools.
What additional support is needed to help students transition to postsecondary education or employment?	IVCC has streamlined the enrollment process from beginning to end by coordinating with other departments to provide comprehensive support services. Adult Education students meet with Transition Specialists to facilitate career pathways integration.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	IVCC offers IL High School Diploma completers an IVCC first class tuition-free waiver. IVCC offers merit-based scholarships to eligible IL High School Diploma completers. The IVCC Foundation Office provides scholarships to Bridge program completers.
Discuss how the program strengths will lead to improved student outcomes.	Adult Education has a strong partnership with IVCC's Health and Manufacturing career credit programs. These partnerships create career pathways that transition to post-secondary education. Adult Education has approved ICAPS models in those areas.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Adult Education is offering more career pathways and transition programs, e.g., Bridge/ICAPS. IVCC has streamlined the pathway to Citizenship through classes, counseling, and referrals. IVCC has enhanced monitoring and follow-up with Adult Education students who will/are transitioning to post-secondary education. Adult Education uses social media and other marketing tools for recruitment and retention in all classes. Adult Education has improved classroom structure by leveling the classes based on enrollment grade level placement testing.

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	**Response**
1.1 Detail how the ABE/ASE offerings align with the Index of Need and priority populations identified in WIOA for the program area.	IVCC provides free Adult Education services to adult IVCC district students lacking a high school diploma. The goals are to enroll Adult Education students in Adult Basic Education, Adult Secondary Education (GED) classes in the IVCC district to strengthen literacy and academic levels by offering free classes, on- and off-campus.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	IVCC coordinates Bridge and ICAPS offerings with the LWIB partners to provide career pathways in healthcare and manufacturing. The CTE programs include stackable credentials in various career pathways such as Welding, HVAC, Truck Driver Training, CNA, Phlebotomy, CMA, Nursing, or EMT.
1.3 Detail how past ABE/ASE enrollment trends mirror the index of need for the program area.	Adult Education enrollment fluctuates based on the trends reported in the index of need in the IVCC district. As a result, enrollment data in DAIS*i* reflects a similar impact on program recruitment, enrollment and retention.
1.4 Detail how Bridge Program enrollment trends mirror the index of need.	Bridge program enrollment fluctuates based on the trends reported in the index of need in the IVCC district. As a result, enrollment data in DAIS*i* reflects a similar impact on program recruitment, enrollment and retention.
1.5 How will students from vulnerable populations (hardest to serve) be recruited and retained?	Students in rural and other underserved district areas will be recruited through targeted marketing efforts and retention initiatives. Adult Education offers off-campus classes in Spring Valley, Mendota, and Ottawa, IL which helps to serve students in communities lacking public transportation.
Indicator 2: Cost Effectiveness	**Response**
2.1 What is the cost per student associated with this program?	Adult Education is a fully grant-funded program. All services are free to students enrolled in the program.

2.2 How is the college supporting the training portion of an IET for adult education students?	The IVCC Foundation and WIOA partners support the Integrated Education and Training (IET) initiatives for students through braided funding. IVCC provides in-kind and monetary support above and beyond the grant allocation, such as facilities, utilities, IT support, and other incidentals. IVCC, in partnership with Title 1 and 3 agencies, helps offset costs of the training portion of the IET/ICAPS program.
2.3 Identify if and how your program utilizes Ability to Benefit for Adult Education students.	IVCC does not utilize Ability to Benefit for Adult Ed students.
2.4 Explain how institutional dollars provided to the Adult Education program are used to increase student outcomes.	IVCC offers IL High School Diploma completers an IVCC first class tuition-free waiver. In the last five years, IVCC has provided over $100,237 in tuition waivers to GED completers. IVCC offers merit-based scholarships to eligible IL High School Diploma completers. IVCC has provided a $500 scholarship each year to high scorers on the GED test. Depending on the number of high scorers each year, the awards range from $500 to $1500 each year for a total of $5,000 in the last five years The IVCC Foundation Office provides scholarships to Bridge program completers. In the last five years, 54 Bridge completers received a $500 scholarship for a total of $27,000 to pursue post-secondary education.
2.5 What sources are being utilized in braided funding?	BEST Inc, Tri-County Opportunities Council, and WIOA partners support braided funding initiatives.
2.6 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	Adult Education relies on the IVCC Foundation, workforce partners, and employers to maintain and expand Bridge and ICAPS programs.
2.7 Are there needs for additional resources? If so, what are they?	Adult Education needs additional funding for textbooks, tuition, materials, and supplies not covered by current funding streams.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	The Adult Education program serves as a foundation for many who will become part of the educational structure at IVCC. IVCC and Adult Education are focused on developing new areas of study based on the needs of those whom it serves, resulting in a positive impact on existing and developing workforce. The Adult Education team focuses on transitioning students into IVCC post-secondary education. Adult Education addresses the needs and serves students of all levels of education. The Adult Education team has experience in changing a student's negative perception of education into a positive one and assisting students in meeting their goals. Adult Education has bilingual staff to assist Spanish-speaking students.
3.2 What are the potential weaknesses of the program?	It is difficult to hire staff who are trained to work with students with special needs (emotional or learning) or students with disabilities. Child-care services are lacking in the IVCC district.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	IVCC approves and supports ICCB trainings. Adult Education instructors have completed the ICCB Standards Proficient Training. The Adult Education director conducts on-site evaluations to ensure instruction on the IL Content Standards is delivered. Instructors submit lesson plans that are aligned with the IL Content Standards.
3.4 Identify existing ICAPS programs and how they have been incorporated across the institution. List any plans for future ICAPS programs.	Adult Education currently offers Healthcare and Manufacturing Bridge programming, along with an ICAPS model in healthcare and manufacturing. IVCC aligns CTE courses creating stackable credentials in manufacturing and healthcare. Adult Education will expand the ICAPs offering by developing an ICAPS Truck Driver Training program.

3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	Classes are offered during the daytime and evening in various locations throughout the district. Online classes are available for those who qualify (i-Pathways/Burlington English) for access. Team-teaching is part of the IL High School Diploma and ICAPS classes. Bridge programming is an 8-week accelerated program.
3.6 What innovation has been brought to or implemented in this program?	ICAPS programming and Burlington English language added to offerings. Expansion of Bridge programming with Bridge to Careers, healthcare, manufacturing, and hospitality. Adult Education Math-only and distance learning classes for eligible students.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We have newly partnered with the Regional Office of Education in Ottawa to offer an Alternative Method of Credentialing (AMOC) or transcript-Based Credentialing allowing candidates with a significant amount of high school education credits to potentially use those credits toward a high school equivalency credential.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	• Team Teacher meetings • Fall and Spring semester workshops • ICCB Fall and Spring conferences and trainings • i-Pathways and Burlington English online trainings • IVCC sponsored trainings and professional development.
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	Challenges include finding qualified instructors to teach the ICAPS courses. The team-teaching component is also time consuming and expensive to operate. Adult Education students have many challenges that prevent program completion.
3.10 How does the program partner with WIOA Core partners to ensure adult education students successfully transition to post-secondary education?	IVCC partners with WIOA core partners to provides career-focused events to promote CTE programs for the Adult Education population, e.g., Explore IVCC, Adult Education Experience IVCC, IVCC Job Fairs, and Career Expos. The Transition Specialist ensures successful transition of Adult Ed students to post-secondary education.

3.11 Detail the types of professional development related to Bridge and ICAPS programming in which staff have participated.	• Overview of Universal Design for Learning principles and strategies to use in the classroom. • Using AI with adult learners in the classroom • Social Emotional Learning strategies for the classroom • Comprehensive Support services – Resources for the classroom
3.12 Discuss how ABE/ASE and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	ABE/ASE and transition courses provide a baseline of the foundational skills for Adult Education students to be successful in post-secondary education. Upon completion of Adult Education classes, students are offered tutoring, mentoring, counseling, and support services to address challenges during the transition process.
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	Technology skills are integrated in all areas of the curriculum. Classes are held in computer labs and students have access to online learning tools such as i-Pathways and Burlington English for supplemental instruction. The assessments are computer-based and testing review tools also help improve student outcomes.

List any barriers encountered while implementing the program.

- Loss or reduction of grant funds
- Transportation
- Child-care
- Lack of financial support from ICCB as new mandates or initiatives develop.

Review Results

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Future modifications rely heavily on funding resources, student enrollment, retention, successful WIOA partnering and management. Employer feedback and employment trends as well as student career interest surveys will drive the development of new or additional CTE programming,

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	During registration periods in the fall and spring semester, Adult Education will use marketing efforts to expand recruitment efforts in all classes to increase career pathways opportunities and transition students to post-secondary education. The intent is to create several opportunities for Adult Education students to be exposed to career pathways that may lead to employment, career advancement, and/or post-secondary education.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met reaching all NRS state targets.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Various marketing tools are used regularly to provide accessibility in addressing equity gaps. Bilingual informational tools are also provided to address the gaps in accessing services.
Resources Needed	Resources needed include increased funding, professional development related to new initiatives, and training on all new ICCB initiatives and programing.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Adult Education and staff

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agricultural Business Management (AAS.AGR.BUS.MGT)	Degree	60	01.0101	CERT.AGR.STD
Agricultural Studies (CERT.AGR.STD)	Cert	16	01.0102	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	1. Describe social, economic, and political factors influencing the agricultural industry. 2. Categorize and explain distinguishing business organizations and structure features used in agriculture. 3. Interpret, evaluate, and apply precision agriculture data to formulate production and financial recommendations. 4. Use technology to develop and present a presentation. 5. Compare and contrast current practices used in Agricultural production. 6. Demonstrate the ability to use current computer applications relevant to agricultural businesses. 7. Demonstrate employability and critical thinking skills in the workplace. 8. Work individually and in teams to demonstrate problem solving skills. 9. Generalize local, state, and national economic influences on agricultural production. 10. Explain and demonstrate safety while working on the job and in the laboratory.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates,*	Program analysis reveals that students are being successful. In 2020, success rates indicated that approximately 78% of students were earning a C or better. This dipped to 68% in 2021 which may have been due to the COVID pandemic and online learning. Since 2021, success rates have steadily risen to about 84% of students earning a C or better.

assessment of students meeting Program Learning Outcomes, etc.)	Program objectives are measured and assessed during individual courses by exams, written assignments, laboratory reports, in-class feedback, and group work. Additionally, objectives are measured through final student and employer internship reports. Program graduates are informally surveyed, and program feedback is gathered.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	• A new full-time, tenure-track instructor Jennifer Timmers was hired in Aug. 2022. • Farm tiling replacement was completed in Fall 2023. • Fall 2020 – The Ag program moved into the new Ag Education Center. • Case IH donated a planter in Spring 2024. • Case IH school lease program affords students the opportunity to drive a new high tech precision tractor. • As of 2024, students are farming 26 acres. • We continue to add additional lab equipment, such as an ICP-Inductively Coupled Plasma used for soil analysis. • IVCC is in the planning and fundraising phase for a new Agriculture Building. The city of Oglesby recently approved the annexation agreement. The next phase will be to host public hearings. • Instructors and students attend the annual North American Colleges and Teachers of Agriculture conference and the PAS Professional Agriculture Student organization. • The program continues its strong effort to recruit students and market the program. • The IVCC Foundation continues to add new Ag-specific scholarships. • Ag research opportunities are available to students through the Illinois Extension and Channel Seed. • Cooperate partnerships with GRAINCO FS and Ag View FS has resulted in a work-based learning program for students.
Review Team 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.	• **Willard Mott and Jennifer Timmers** – Agriculture Instructors and Program Co-Coordinators, reviewed current goals and curriculum, and collaborated with advisory committee and industrial stakeholders. • **Amber Fox –** Dean of Natural Sciences and Business; participated in advisory committee and reviewed final program review.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e., Student Support Services, students, employers, etc.)	• Institutional Research: provided student enrollment and demographic data. Provided local and regional job data. • Program Advisory Committee: provided jobs outlook and skills requirements. Identified level of need for new employees. Overall program review and feedback

Also describe their role or engagement in this process.	additionally provided articulation with local high school ag programs. • Students: presented feedback for program, including course offerings and content. Former students provided feedback regarding employment opportunities, as well as strengths and weaknesses of the program. • Counselors: Helped with class times and coordination in program. • Employers completed feedback surveys

CTE Program Review Analysis

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

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.	Program pre-requisites for this program were discussed and reviewed as part of the program review process. The Ag program does not currently have a program admissions pre-requisite and it was discussed to not require one moving forward. A few individual courses have a course pre-requisite and this was left unchanged.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Data from EMSI shows there is a strong demand for these programs. It shows that between 2024 and 2029 there will be approximately 850 job openings in agriculture, many of those in Ag Business management or agronomy. This demand is resulting in an increase in degrees and certificates conferred. The number of degrees and certificates conferred since 2020 has doubled from 9 to 18 in 2024.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The overall occupational outlook in Agri Business has slightly increased in the last few years, and we anticipate the trend to continue.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Occupation employment data are based on EMSI industry data. Wage estimates are sourced from the Quarterly Census of Employment and Wages (QCEW) data and the American Community Survey.
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?)	Students of all ages are recruited from district high schools through career fairs, open houses, print and radio media, college nights, and social media marketing. We hosted a fall and spring ag open house, college transfer sessions, school visits, and info sessions. We revamped our ag recruitment video, new banners, and tablecloth. The college has also been working with local agricultural businesses to create partnerships resulting in graduate employment. A new recent addition has been the Ag

	Job and Internship Fair, which connects local businesses with IVCC students for internship and employment opportunities.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program is reviewed both internally and externally. The program is reviewed by the campus academic leadership annually to ensure the program meets goals and expectations. Externally, the program is reviewed by the advisory committee composed of local stakeholders, community members, and college staff. The curriculum and program details are shared with the advisory committee. Instructors also attend the Illinois Association of Community College Agriculture Instructors conference and review curricula from various colleges to ensure articulation and evaluate the need for changes. Based on the feedback received from the advisory committee and curriculum reviews at professional conferences, faculty review current program requirements and course outlines to meet new and current demands in the field. Faculty also review course evaluations completed by students in order to get a better idea of student perceptions on how well the courses have prepared them at the end of the semester. Additionally, faculty complete informal surveys with students and alumni to better understand how student needs are changing and what could be altered for students to feel better prepared and feedback from alumni to understand what changes they felt would have been beneficial to them. Finally, courses are reviewed annually by individual instructors to ensure relevance and rigor. This annual review process helps ensure courses are up-to-date and appropriate to meet program goals. When necessary appropriate changes are presented to the curriculum committee. IAI courses are also reviewed on the normal review cycle.
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.	IVCC is in the planning and fundraising phase for a new Agriculture Building. Precision Ag courses have been incorporating more precision farming technology, such as drones, satellite imagery, and mobile applications. A new Dual Credit course was offered at LaSalle Peru high school in Fall 2025. AGR 1004 Microcomputer applications has been changed to a hybrid course offering. Marketing and recruiting efforts continue to remain high.

	High school ag programs are now invited to participate in the field day and ag job and internship fair. Combining the ag job and internship fair with the fall ag open house to provide students an opportunity to connect with industry partners and IVCC. The intent is to make this change in Fall 2025 or 2026. Expanded hands-on opportunities for students such as the campus farm, field trips, and laboratory equipment. Students now manage and farm 26 acres of the IVCC campus farm. The students till the land, plant and harvest the crops, and make marketing recommendations. They also complete a profit/loss analysis and interpret results. Students have taken field trips to local agriculture businesses such as CHS Inc., Corteva, and variety of farms. Finally, new lab equipment has been added to enhance the program including but not limited to a commercial grain moisture tester, NDVI tester, total weather station, ICP soil analysis, and Apple iPads with precision ag apps. Expanded participation in PAS and NACTA for students. Providing students with industry appropriate training and experience. Professional development has been expanded and new opportunities offered.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The college analyzes the cost-effectiveness of the program by comparing the total program cost vs. tuition, apportionment, and course fee income. The result is then weighed against the community impact of students completing the program. Revenue comes from tuition and course fees, which totaled approximately $84,000 in FY24. Costs associated with the program in fiscal year 2024 include salaries for two full-time program coordinators, $192,522; instructional supplies, $20,512; and general operating expenses, including recruitment, $7,260. The costs are similar to other CTE courses, which require equipment and consumable instructional supplies. The college has paid for the program via general funds, Perkins funding, State of Illinois matching funds (storage facility), and Ag business donations. Capacity utilization is approximately 36%

	Credit hours have decreased by 16% since FY22. Credit hours earned year to year: FY22, 730; FY23, 656; FY24, 611. Scheduling efficiency: Excess sections are not offered. Courses are only offered in one semester and designated as Fall only or Spring only and taken per program guide sheets.
2.2 What are the findings of the cost-effectiveness analysis?	Recent increases in building costs for the new Agriculture Building have exceeded original estimates, and IVCC has initiated a larger capital fundraising campaign. The program is operating at a net loss. Since FY22 the net loss in the ag program has continued to decline. In FY22 the net loss was ($12,055) which declined to ($108,496) in FY24. This is due to a decline in enrollment. Tuition revenue was at a high in FY22 at $96,210 and decreased to $78,249 in FY24. An increase in faculty salaries from $129,554 in FY22 to $192,522 in FY24 has also impacted the net loss. An increase in enrollment is necessary to bring the program back into the black. The addition of the ag building will allow the program to offer additional degrees and certificates and retain students in the district.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Costs of the program supported by Perkins Grant funds will be paid for by general funds, if Perkins Grant funding is no longer available. Currently IVCC is conducting a capital fundraising campaign to meet the increased costs of construction.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g., WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The college analyzes the cost-effectiveness of the program by comparing the total program cost vs. tuition, apportionment, and course fee income. The result is then weighed against the community impact of students completing the program. Many of our students qualify for financial aid, and the college has a foundation program which offers a variety of scholarships annually. Currently, there are 25 scholarships available through the foundation for students seeking a degree in Agriculture. These scholarships total over $57,500 in awards. Students that qualify may receive assistance from Best, Inc to help fund their education.
2.5 How will the college increase the cost- effectiveness of this program?	The program coordinators continuously review the costs of all supplies to ensure the best purchase price for each item. The college will continue to seek grant funding to purchase instructional equipment, upgrade facilities, and offset overall program costs. Community support and donations will be utilized to reduce program costs and increase overall cost effectiveness. The college will also utilize campus resources for

	example, in 2024, students started farming 24 of the 150 acres of college farmland. The money earned from crops grown on this land moving forward may be used to provide additional opportunities for community engagement and participation in student agricultural conferences at little or no cost to students.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The need for increased enrollment has been identified. The marketing department has completed several advertising initiatives to be used to recruit students.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Almost all courses are offered in a traditional in-person 16-week format during the Fall and Spring semesters. One hybrid course is offered in the Spring, and internship opportunities are offered during the fall, spring, and summer sessions. All courses have a very hands-on experiential component offered. Almost all ag courses have practical experiences. These occur in laboratories, on the campus farm, and with a variety of equipment such as drones, tractors, and analysis meters. The traditional delivery method has provided the most success for our students when compared to online formats. When courses have been offered online, the success rate and completion rate declined.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Ag program faculty are members of the Illinois Association of Community College Agriculture Instructors organization, regional and state farm bureau, attend field days, serve on community and agriculture organization committees, members of national agricultural organizations, and participate in the Illinois Extension Agency programming. Ag faculty also attend annual professional development on campus, attend off campus conferences, and collaborate with their peers. Input and feedback is received and reviewed from the ag advisory committee, curriculum committee, and the assessment committee.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes. The Perkins Grant Coordinator was very helpful in the program of study implementation. It was noted that the agriculture program meets all the Quality Components in the program of study.

3.4 Does this program meet the definition of a career pathway program? 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.	Yes. In this program of study, the instructional sequence has a non-duplicative, fully articulated, and aligned sequence of courses with secondary and post-secondary elements. IVCC offers two AAS degrees related to Agriculture that are vetted and approved by the Agriculture Advisory Committee, the IVCC Curriculum Committee and ultimately ICCB: Agricultural Business Management and Agronomy. The Agricultural Studies Certificate stacks into both the Agricultural Business Management and Agronomy AAS degrees. Students are introduced to and recruited from the district high schools through career fairs, classroom visits, open houses, print and radio media, college nights, and social media marketing. The college has also been working with local agricultural businesses to create partnerships resulting in graduate employment. IVCC in conjunction with Streator, Putnam County, and Bureau Valley High Schools to offers AGR 1200 (Introduction to Agricultural Business Management) and AGR 1202 (Introduction to Agriculture Mechanics) as dual credit. These two courses directly articulate into both the Agricultural Business Management and Agronomy AAS degrees and the Agricultural Studies Certificate. We work collaboratively with the LaSalle-Peru Area Career Center and district high schools to develop career pathways for students. Plans call for a dual credit course, Introduction to Agricultural Business and Introduction to Agriculture Industry, to be offered as the first step toward degree attainment. Dual-enrollment ag course was taught by IVCC faculty member Jennifer Timmers at LPHS during Fall semester 2024. IVCC has an Agriculture Articulation Agreement in place with the Starved Rock Associate's for Vocational and Technical Education (SRAVTE) related to credit (equivalent to six credit hour tuition waiver) awarded for achievement of competencies at the secondary level (attached). Currently IVCC has a signed 2 + 2 articulation agreement with Illinois State University and verbal agreements with Southern Illinois University and Iowa State University. (attached). Articulation Agreements reviewed on an annual basis. We also work with FCAE – Facilitating Coordinators in Agricultural Education – which helps colleges and high schools develop career pathway programs. We continue to discuss with the FCAE program advisors the creation of a pathway endorsement in ag.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	• Precision Ag use of drones. • Software apps in partnership with companies such as ClimateFieldview have been implemented to record and analyze crop data. This app is also capable of running profitability calculations and cost analysis. CNH's myCASEIH has also been used to monitor equipment and make informed decisions. Another app used is called Watchdog which is a weather station app and is used to monitor the weather, review seasonal data, and run a variety of weather reports such as temperature and evapotranspiration during the growing season. • We partner with Channel Seed to plant new varieties of corn and soybean for experimental purposes. • Student operated campus farm. • Partnerships with ag research such as Illinois Extension and Channel Seed. • Utilize guest speakers and field trips to local ag businesses to connect classroom content to the industry.
3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	We currently offer dual credit courses at Streator High School and LaMoille High School, and through the LaSalle Peru Area Career Center. We will begin to offer a new dual-enrollment course with IVCC instructors at LaSalle Peru High School. We are also in the process of reviewing instructor credentials for high school teachers to teach dual credit courses at their high schools. The challenges to expanding dual credit are that high schools already have their own Ag curriculum, lack of dual-credit qualified instructors, and a general resistance to the idea.
3.7 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?	Ag students have access to many internship opportunities. As part of the program, students are required to complete a 3-credit hour internship. Additionally, students participate in hands-on experiential learning through lab courses and hands-on activities. Internships enrich the IVCC program because industry partners provide high-tech equipment and simulation software. Students also write weekly reports in their internships, and these reflections provide student suggestions for curriculum revision. Students gain work-based knowledge while running operations on the 24-acre campus farm. Work-based learning opportunities are essential in the agriculture industry. Students gain relevant experience, reinforce their knowledge, and build confidence while working on location during their internships. Many students in the agriculture industry have limited first-hand experience, and internships are critical to providing that opportunity for students

	prior to graduation. Overall, the quality of our program is increased when students can share their experiences with other students, connect classroom content with real-life work experiences, and learn from industry professionals. It's a win-win for everyone. Work-based learning opportunities can be improved by increasing the number of internships allowed for credit toward degree completion. They can also be improved by providing more locations which will accept an intern, which would increase their success rate and overall experience.
3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g., automotive technology, NATEF).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We have 2 + 2 articulation agreements with Illinois State University and Iowa State University. We have a capstone program with Southern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Since the last program review, we have formalized our partnership with GRAINCO FS and Ag View FS offering what we call the "Earn and Learn Program" We have had two students successfully complete the program and one who is currently enrolled. We have also developed partnerships with Channel Seed and Eitan Ag Solutions. Providing corn and soybean research and demonstration plots. We continue to expand and explore more opportunities with the Illinois Extension to offer a variety of ag programs on campus. Other opportunities exist for partnerships with on-campus organizations such as the food pantry, continuing education, and cross curricular partnerships with other departments and programs.
3.14 What partnerships (internal or external) have been formed for the	The college has developed frameworks for recruitment and retention as defined by Perkins V. During FY22, the college hired a Special Populations Transition Specialist. Special Populations,

advancement of equitable access and outcomes for this program?	as defined by Perkins V, includes adults or transitional students with disabilities, low income, preparing for non-traditional fields, single parents, out of workforce, English learners, homeless, are aged out of foster care, and youth with parent in the military. The Special Populations Transition Specialist helps students along their educational journey by helping to diminish obstacles and connecting them to resources as needed. The program works with internal departments such as the Center for Accessibility and Neurodiversity to ensure equitable access and outcomes for all students. We work closely with the student success center, project success, and special populations to ensure access for all. We also collaborate with the entire student services department to make sure all students' needs are met.
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. In FY2022, the college also began providing $3,500 to full-time faculty to attend a national conference once every three years. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty. Additional professional development may be requested and fulfilled based on the availability of funds.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have the opportunity to select and participate in external professional development. Additionally, the college develops professional sessions collaboratively with faculty and staff including two development days throughout the academic year which include breakout sessions dedicated to DEI.
3.17 What is the status of the current technology and equipment used for this program?	Excellent. Faculty teach in smart classrooms and labs. Students have access to a variety of laboratory instructional technologies. In addition, the Case IH partnership provides students with access to the latest and most modern technology associated with tractor, planter, and tillage equipment.
3.18 What assessment methods are used to ensure student success?	Faculty utilize formative and summative assessment in the lecture sections. Included is the use of exams, quizzes, and written laboratory reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Annual program reviews occur for each college program. Internal and External program review results are also discussed with advisory committees.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the	All official course outlines were reviewed and updated in the last few years to align with college's new Institutional Learning Outcomes. Student feedback surveys and assessments are gathered and reviewed per the college timeline. This information is reviewed with the department Dean and appropriate adjustments are made. One course was revised to

assessment to improve your program and students learning?)	include a blended course offering, additional hands-on learning opportunities were added to other courses, and diversity of instructional methods was added to meet the needs of students.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	In general, students are very satisfied. Many students receive financial support through financial aid and Ag-specific scholarships. They also gain practical industry experience with the college's farm and equipment. Internship opportunities and career fairs allow students to connect with regional employers. Many students also successfully transfer to four-year institutions. In the future, we may consider adding a formal exit survey to collect more specific input. The internship weekly reports gather information from students about their preparation for their internship and employment. At the completion of the internship seminar and internship students are required to complete a final report. The final report also gathers feedback from students about their overall preparation for their internship and employment, connection to coursework, and satisfaction. After graduation, students are informally surveyed to determine their placement and overall satisfaction. Faculty review course evaluations with the Dean during the normal evaluation cycle. These surveys are discussed with the Dean and appropriate actions are implemented.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	One suggestion for improvement may be to require a term limit or rotation of members, so there is an opportunity to bring in new voices and ideas. Our advisory committee has also grown to a large size, and it is becoming difficult to manage. The advisory committee meets annually to review the program and provide feedback. The advisory committee is fairly large and diverse in its membership. Their expertise is shared and valued, overall, they are an involved group who take their position seriously and provide a positive impact to the quality of the program. They make connections within the community, bring forth practical and current ideas, and share valuable resources.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	We regularly ask employers for reflection and input on the curriculum, specifically for whether new graduates have the necessary skills. Employers also contribute to the program by providing internship opportunities, guest speaker opportunities, and industry equipment. Employers also help evaluate student learning in internship courses. Employers attend our annual job and internship fair, help with events on campus and promote the program within the community.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	In general, employers are satisfied with IVCC graduates. However, our graduates are now more diverse and have different backgrounds than traditional Ag students, and they may need additional on-the-job training. Employer satisfaction information is gathered through post-interim evaluation forms and surveys.
3.25 What are the program's strengths?	Excellent faculty with a master's and PhD in their field. Over $70k scholarships are available for ag students. The program continues to have excellent support from the ag community, high school ag programs, and local ag businesses. Many job opportunities are available for graduates and anticipated future openings provide for a positive job outlook in ag. The program has great support for equipment and technology. The campus provides ample space such as the college farm, greenhouse, and classrooms to provide appropriate instruction. The college is committed to the long-term success of the ag program.
3.26 What are the identified or potential weaknesses of the program?	Many incoming students lack communication and technology skills, which are necessary for an Ag Management degree. We continue to need additional physical space for Ag instruction and storage. Lack of dedicated ag space is a weakness which is currently being addressed with a new ag building. With only two full-time faculty members, it is challenging to offer new or additional courses, professional development, and programs for our students. Additional faculty such as part-time instructors may be needed to grow the program. Also, agriculture is a very diverse industry and so additional faculty are needed to teach and offer courses in a variety of areas such as animal science and ag mechanics. Lack of a program specific recruiter to recruit students to our program. Other community colleges are recruiting students away from our program and into their district.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Expand Dual Credit opportunities. Create formal CCPE Pathway Endorsement programs. Additional opportunities for field trips and more industry partners. Consider reviewing content in specific courses, such as Credit and Finance.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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	Agricultural Business Management
CIP Code	01.0101, 01.0102

	2020	2021	2022	2023	2024
Number of Students Enrolled					
AAS.AGR.BUS.MGT	9	8	9	11	16
CERT.AGR.STD	0	6	10	6	14
Number of Completers					
AAS.AGR.BUS.MGT	4	0	1	1	5
CERT.AGR.STD	0	0	3	4	8
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.)	Student demographic and student course success data was reviewed. Local area demographics were also reviewed for comparisons.
How does the data support the program goals? Elaborate.	One of the major program goals is increasing enrollment. The data shows that this is taking place. Overall enrollment has increased over the five-year review cycle. The number of completers has also increased over the same five-year time frame. This shows that we are making positive progress toward our program goal.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	People of color and Hispanic students are underrepresented. Most students are traditional by age.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Marketing initiatives are being directed by the college to overcome these deficiencies. The college is working to remove barriers and support learning for Hispanic students and students of color. Recruitment activities are also being implemented to attract non-traditional students to CTE programs like agriculture. The college is also participating in grant programs targeted at serving nontraditional students, English as a second language, and special populations. These services help to increase enrollment in a variety of areas where

	gaps are typically present. The ag program assists these programs to provide educational opportunities.
Are the students served in this program representative of the total student population? Please explain.	Not in all cases. We have had little to no enrollment of Hispanic students and students of color. We have few non-traditional students. Our enrollment numbers are below the representative numbers of these students in the IVCC population.
Are the students served in this program representative of the district population? Please explain.	No. The district population has a greater percentage of non-traditional students by age as well as Hispanic students and students of color.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	IVCC has made tremendous strides with growing the agriculture program. A strong curriculum exists with very good facilities and plans to break ground for the new ag building in the immediate future. The two full-time faculty are knowledgeable and current in the latest pedagogy of delivering quality agriculture instruction.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Continue to utilize campus and high school recruiting events to increase enrollment 2. Increase dual credit offerings 3. Build a new ag complex with the potential to expand the ag program 4. Continue to grow partnerships with local ag businesses 5. Review and update the composition of the advisory committee.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Amber Fox – Dean of Natural Sciences and Business Willard Mott – Program Coordinator Jennifer Timmers – Program Coordinator

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Business Management (CERT.BUS.MGT)	Cert	30	52.1801	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The program is designed to prepare Certificate students for jobs, as well as to provide a strong knowledge base to stack this certificate into an AAS in Business Administration. Jobs include: banking, marketing, sales, first line management, and others.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Program analysis reveals that objectives are being achieved. Rates of success have remained very good over the past 5 years with 72.1% of all students taking business classes earning a grade of C or better. Advisory committee reports and graduate surveys indicate students are gaining employment and feel well prepared as they enter the workforce. Assessment of student learning objectives for business courses is completed on a semester-by-semester basis.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	This is a new program and has not been reviewed in the past.
Review Team 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.	Amber Fox – Dean, Natural Sciences and Business Bob Reese – Business Professor/Program Coordinator Both engaged in program analysis and data document review needed to answer questions.

Stakeholder Engagement 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.	• Institutional Research: provided student enrollment and demographic data. Provided local and regional job data. • Program Advisory Committee: provided jobs outlook and skills requirements. Identified level of need for new employees. Overall program review and feedback additionally provided articulation with local high school ag programs. • Students: presented feedback for program, including course offerings and content. Former students provided feedback regarding employment opportunities, as well as strengths and weaknesses of the program. • Counselors: Helped with class times and coordination in program. • Employers: completed feedback surveys.

CTE Program Review Analysis

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

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.	The program does not currently have a program admissions pre-requisite and it was discussed to not require one moving forward. A few individual courses have a course pre-requisite and this was left unchanged.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	EMSI (Economic Modeling Solutions Incorporated) reveals that the occupational demand remains strong. A projected increase of 9.3% in business administration jobs is forecast over the next 5 years. This market information was compiled from eight counties which are fully and partially within the IVCC district.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to EMSI labor market data between 2019 and 2024, demand for careers requiring a bachelor's degree have increased. Since 2019 careers related to management have increased approximately 30%. Careers are projected to remain steady for the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	EMSI labor market information was utilized. The data is reviewed annually.
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.	The program has a full-time program coordinator, who has a primary responsibility for recruitment. This faculty member works in conjunction with the college's Recruitment Coordinator, who also play a major role in recruitment. Students are recruited through high school visits, college

how/where are students recruited for this program?)	events and activities, and annual publications. Students are recruited from the college's 8 county district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	In the past academic year, the curriculum committee has reviewed and approved all business course outlines to ensure proper course content and corresponding learning objectives. The academic leadership, including the VPAA and the Dean, reviews internal program reviews for all CTE programs annually. Needs and changes are based in part upon the results of these reviews. Input from the annual advisory committee meetings along with student feedback is also considered.
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 revealed that "soft skills" associated with the business program need to be emphasized to an even greater extent that in the past. Advisory committee members identified the necessary soft skills to include effective communication, teamwork, problems-solving, leadership, time management, organization skills, and flexibility to change. Student recruitment needs to remain a major emphasis.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Cost effectiveness for CTE programs is accomplished by annual internal program reviews. Costs to the institution come from three areas. 1. Salaries and fringe benefits 2. Costs compare favorably to other programs as most have significantly higher equipment and supply costs. 3. The college pays for this program through the general education fund. 4. An analysis of the internal program review data reveals the following: Tuition income has remained steady with an average of $86,000 over the last four years. Faculty salaries consist of one full-time program coordinator of $146,920 for FY24. This salary is not representative for this program. The program coordinator is also responsible for other business programs in which the salary should be shared across those programs. General operating expenditures are very low at $173 for FY24. The certificate program has an overall net loss of ($27,881) for FY24; however, this would not be the case if the program coordinator salary was shared across all business programs. Total credit hours enrolled have increased by 134% since FY20. Capacity utilization is approximately 48.91%.

	Courses are scheduled efficiently so that students have options of F2F and online for many courses. Excess sections are not offered. Some lower enrollment courses only offered in the semester they are to be taken by the students according to the program guide sheets.
2.2 What are the findings of the cost-effectiveness analysis?	The data for faculty salaries needs to be associated across all business programs and not included in full for this program. This would allow a clearer picture of program profitability.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A. Nearly 100% of the program costs are funded by the college educational fund.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Internal program reviews are conducted annually. The only non-salary/fringe costs are catering and printing. The program costs are very reasonable in comparison to like programs. Numerous sources are available to assist students. The IVCC Foundation has at minimum 9 annual scholarships offered in the business field totaling over $9,000. Financial aid works with all students to determine eligibility to obtain funding. Other potential funding programs include Project Success, BEST, and the IVCC Emergency fund.
2.5 How will the college increase the cost- effectiveness of this program?	Any increases in instructional costs will be carefully reviewed and assessed in terms of program need. Inclusive Access will continue to be used to keep textbook costs in check.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Costs need to be reevaluated.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses are offered in face-to-face and online formats. Success rates of all courses have remained consistent over the past 5 years around 73%.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	In the past few years, the program engaged in a complete review of course outlines for all classes offered. This review ensures that course content remains current and in compliance with requirements set forth by the Illinois Community College Board and the Illinois Articulation Initiative. Administrative and student evaluation of instruction helps to ensure that high quality instruction is maintained. In addition, faculty participate in workshops and professional

	development designed to address current initiatives such as DEI and culturally responsive instruction. Feedback is also received from the annual Advisory Committee and the Assessment Committee.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes. Certificate in Business Management The Perkins Grant Coordinator was very helpful in the program of study implementation. It became apparent that one of the great strengths of the college's Business Management program is that all of the Quality Components in the program of study were already being addressed. These included Development and Engagement, Instructional Sequence, Work-based Learning, and Facilities and Equipment to name a few. The program has a strong curriculum and one full-time instructor/program coordinator, excellent part-time faculty members, a strong advisory committee, and an excellent internship program. Enrollment is always a challenge. Recruitment materials are being updated and the possibility for additional on-line courses is being explored.
3.4 Does this program meet the definition of a career pathway program? 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.	Yes. In addition to the certificate in Business Management, the program offers an AAS in Business Administration. This Certificate is stackable, and students can take more course work to complete the AAS degrees in business and marketing. Students obtaining the Certificate degree are ready to pursue a variety of careers including, but not limited to, banking, sales, investments, retail management, entrepreneur, e-Marketing, and public relations.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The program has a learning community course entitled Let's Talk Business which merges business and accounting students together in a unique learning environment. Students work in teams to run and operate a simulate café environment. They make decisions related to operations, management, and accounting.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes. We offer Owning and Operating a Small Business for dual credit at LaSalle-Peru and Streator High Schools.

3.7 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?	Work based learning opportunities are continually discussed in all classes. The internship class (if taken) provides a strong work-based learning opportunity. These internships are offered in a variety of areas including human resources, accounting, payroll services and retail businesses. Students avail themselves to working professionals and apply classroom knowledge to the real world of work. Continuous exploration of new opportunities is always a goal of the program.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college is a member of the Illinois Articulation Initiative ensuring that all IVCC business transfer classes will transfer seamlessly to all participating Illinois colleges and universities.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	This is the first time this program has been reviewed. The program coordinator works to create partnerships with community businesses for internships and to serve as advisory committee members.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The college has a number of programs designed to ensure equitable access and outcomes for the business program. These include free tutoring services, a federally funded TRIO grant program for first generation college students, and a Transformative Growth counseling service for students with mental health and related issues. The college has developed frameworks for recruitment and retention as defined by Perkins V. During FY22, the college hired a Special Populations Transition Specialist. Special Populations, as defined by Perkins V, includes adults or transitional students with disabilities, low income, preparing for non-traditional fields, single parents, out of workforce,

	English learners, homeless, are aged out of foster care, and youth with parent in the military. The Special Populations Transition Specialist helps students along their educational journey by helping to diminish obstacles and connecting them to resources as needed. The IVCC Center for Accessibility and Neurodiversity has also begun the Get Set program at the college. In an effort to increases success and retention, the program helps new or returning students build college knowledge and skills, gain confidence with basic technology skills, brush up on general academic strategies like time management, note taking, and test preparation, and learn about coping strategies needed to thrive in college.
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. In FY2022, the college also began providing $3,000 to full-time faculty to attend a national conference once every three years. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty. Additional professional development may be requested and fulfilled based on the availability of funds.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The college has a very active Diversity, Equity, and Inclusion committee. The committee has distributed information and held presentations and workshops. On-going efforts continue with this initiative.
3.17 What is the status of the current technology and equipment used for this program?	It is excellent. All classrooms are equipped with the most current Smart Room technology. In addition, faculty were provided new portable laptop computers during the 2022/2023 academic year.
3.18 What assessment methods are used to ensure student success?	Traditional assessment, including exams, quizzes, and written papers are used. Other forms of formal assessment include assessment grids used with internship providers. Emphasis is also placed on informal methods of assessment. The college also has an assessment committee. Faculty provide semester by semester documentation that institutional learning objectives are being met.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared electronically with the faculty. Faculty meet to discuss the results as part of continuous program improvement and implement change as needed.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	More application-based case studies have been implemented into the curriculum to improve student learning. These cases have been developed for content areas in investments, marketing plans, and human resource management plans.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	A review of information provided from the advisory committee and internship members reveals that students are well prepared for employment. A need exists for the college to once again conduct post graduate surveys in this area.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee meets annually. A formal agenda is followed and members give advice and feedback on the following items: • Curriculum • Internships • Program Graduates • Employment Opportunities • Teaching and Learning • Program Goals • Other A goal will be to increase advisory committee membership to increase and improve feedback
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers play a key role in the offering of internships. Some employers teach within the program and have been involved in curriculum design and assessment. Other are members of the Advisory committee.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Feedback indicates that employers are very satisfied. This feedback is collected during advisory committee meetings. In addition, employers provide feedback to the program coordinator. Employers report that the job preparedness and knowledge level of the graduates is very good.' As mentioned previously, a need exists for the college to return to administering formal graduate surveys to employers.
3.25 What are the program's strengths?	The program has multiple strengths. • Experienced full-time instructor/program coordinator. • Solid and current curriculum with AAS and certificate offerings. • Outstanding internship program • Adjunct faculty offering very good instruction while being solidly committed to the program. • Excellent advisory committee. • Excellent classroom facilities with Smart Classroom equipment Excellent support services such as the free tutoring program
3.26 What are the identified or potential weaknesses of the program?	While not seen as a weakness at this time as it is going up, increasing enrollment remains a priority. This will lead to increased program revenue. Marketing efforts of the program need to improve. Advisory committee membership should be increased.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Efforts are underway to work with the new marketing coordinator at the college. A plan will be developed and implemented to increase advisory committee membership.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None at this time.

Performance and Equity

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	Business Management				
CIP Code	52.1801				
	2020	2021	2022	2023	2024
Number of Students Enrolled					
CERT.BUS.MGT	[redacted]	3	4	10	17
Number of Completers					
CERT.BUS.MGT	[redacted]	0	0	1	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Student demographic and student course success data was reviewed. Local area demographics were also reviewed for comparisons.
How does the data support the program goals? Elaborate.	Data provided by annual internal program review on student success shows that academic performance in the business courses has remained solid. Course offerings meet the needs of students studying a variety of disciplines in the AAS and certificate. Overall analysis of success rates indicates a relatively high level of performance across all courses.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	People of color and Hispanic students are underrepresented. Most students are traditional by age.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the	The college, specifically the Enrollment Management Taskforce, has identified low enrollments of non-traditional students in a variety of programs as an issue to address.

college plans to do to close identified gaps.	The college has recently appointed a new marketing director to help with this effort. Marketing initiatives are being directed by the college to overcome these deficiencies. The college is working to remove barriers and support learning for Hispanic students and students of color. Recruitment activities are also being implemented to attract non-traditional students to CTE programs like agriculture. The college is also participating in grant programs targeted at serving nontraditional students, English as a second language, and special populations. These services help to increase enrollment in a variety of areas where gaps are typically present. The ag program assists these programs to provide educational opportunities.
Are the students served in this program representative of the total student population? Please explain.	Yes. A thorough review of the data provided by the college reveals that students served in the program are representative of the total student population. One exception is non-traditional students in the 35 – 55 age range.
Are the students served in this program representative of the district population? Please explain.	Yes. A thorough review of the data provided by the college reveals that students served in the program are representative of the district population. One exception is non-traditional students in the 35 – 55 age range.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program review was performed primarily by the Division Dean and the Program Coordinator. The review was thorough and multiple strengths (previously listed) and areas for improvement have been identified. This is a solid program with excellent faculty, current curriculum content and offerings, and very good stakeholder participation.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	All action steps below will be addressed and implemented in the 2025-2028 academic years. • Increased marketing efforts designed to boost enrollment • Increased advisory committee membership • Formation of new internship partnerships Continued emphasis on student recruitment, including non-traditional students
Program Objectives	N/A

If program objectives are not being met, what action steps will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Faculty and staff participate in DEI activities across the campus and community. The use of funding to provide childcare for students who need those services, scholarships for tuition assistance, and other grants provides additional support to business students while helping to address equity gaps.
Resources Needed	Administrative, faculty, and staff services will be needed to accomplish the initiatives listed. Funds will need to be budgeted and made available as well.
Responsibility Who is responsible for completing or implementing the modifications?	Amber Fox – Dean of Natural Sciences and Business Bob Reese – Business Professor/Program Coordinator

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Certified Nursing Assistant (CERT.CNA)	Cert	8	51.3902	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	1. Demonstrate knowledge of the health care environment and the CNA's role within the interdisciplinary team. 2. Uphold resident rights, dignity, and cultural competence in all aspects of care. 3. Apply principles of infection control and safety to prevent illness and injury. 4. Perform safe and effective basic nursing assistant skills to meet residents' physical and psychosocial needs. 5. Respond appropriately to emergencies and incidents within the health care setting. 6. Assist residents in maintaining or regaining independence through rehabilitative and restorative care. 7. Provide compassionate end-of-life care that supports residents and families. 8. Deliver person-centered care to residents with Alzheimer's and related dementias. The CNA Program is designed to prepare students for entry-level healthcare occupations, primarily in direct patient care settings. Specifically, the program prepares students to work as: 1. Certified Nursing Assistants (CNAs) – the primary role 2. Patient Care Technicians (with additional training/certifications) 3. Home Health Aides 4. Long-Term Care Aides 5. Hospital Nursing Assistants 6. Rehabilitation Aides 7. Hospice Aides 8. Assisted Living Facility Caregivers

	These roles are commonly found in: • Nursing homes and long-term care facilities • Hospitals • Assisted living facilities • Home health agencies • Hospice care programs • Rehabilitation centers The CNA Program also serves as a foundation for further nursing education, such as Licensed Practical Nurse (LPN) and Registered Nurse (RN) programs, as it builds essential skills in patient care, communication, and professionalism.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Achievement of the following eight core learning objectives is assessed using a combination of the following methods: 1. Demonstrate knowledge of the healthcare environment and the CNA's role within the interdisciplinary team. a. Assessment Tools: Written exams, clinical evaluations, and simulation-based teamwork scenarios. b. Indicator: Successful demonstration of collaboration during clinicals and understanding of chain of command. 2. Uphold resident rights, dignity, and cultural competence in all aspects of care. a. Assessment Tools: Observation during clinicals, reflective journaling, and instructor evaluations. b. Indicator: Professional conduct and culturally responsive care in clinical settings. 3. Apply principles of infection control and safety to prevent illness and injury. a. Assessment Tools: Hands-on skill demonstrations (e.g., hand hygiene, PPE use), infection control scenarios. b. Indicator: Competence in lab and clinical performance checklists. 4. Perform safe and effective basic nursing assistant skills to meet residents' physical and psychosocial needs. a. Assessment Tools: Clinical skills checklists, lab competency, and instructor observation. b. Indicator: 100% proficiency required on all mandated IDPH skill performance evaluations. 5. Respond appropriately to emergencies and incidents within the healthcare setting. a. Assessment Tools: Emergency response simulations and written exams on protocol. b. Indicator: Appropriate use of protocols such as RACE and PASS, confirmed through scenario-based evaluations.

6. Assist residents in maintaining or regaining independence through rehabilitative and restorative care.
    a. Assessment Tools: Clinical observations and reflective discussions.
    b. Indicator: Student application of restorative care principles during resident interactions.
7. Provide compassionate end-of-life care that supports residents and families.
    a. Assessment Tools: Case study analysis and instructor evaluations during hospice care assignments.
    b. Indicator: Demonstrated empathy, communication, and understanding of grief support.
8. Deliver person-centered care to residents with Alzheimer's and related dementias.
    a. Assessment Tools: Dementia care modules, behavior response evaluations, and clinical instructor feedback.
    b. Indicator: Respectful, individualized care approaches documented in clinical evaluations.

Program Outcome Measures:

1. First Time Pass Rates (FTPR)
    a. The program tracks FTPR for the Illinois Department of Public Health (IDPH) competency exam across both the Oglesby (0011) and Ottawa (0900) sites.
    b. Annual cluster scores are reviewed quarterly to identify trends and implement instructional improvements
    c. Benchmark: The goal is a minimum of 80% FTPR annually.
        i. 2020
            a. Oglesby: 92.7%
            b. Ottawa: 91.2%
        ii. 2021
            a. Oglesby: 92.06%
            b. Ottawa: 88.71%
        iii. 2022
            a. Oglesby: 85.29%
            b. Ottawa: 88.10%
        iv. 2023
            a. Oglesby: 85.29%
            b. Ottawa: 95%
        v. 2024
            a. Oglesby: 98.36%
            b. Ottawa: 93.85%
2. Clinical Competency Completion
    a. All students must successfully complete 40 hours of clinical experience and demonstrate 100% proficiency on required lab skills.

	b. Instructors use standardized checklists and IDPH-approved curriculum to validate mastery of essential skills. 3. Program Learning Outcome (PLO) Tracking a. Each PLO is mapped to specific course objectives and assessments in the program's syllabus and tracked via instructor evaluations. b. Annual assessment reports include analysis of student performance against these outcomes to identify curricular gaps or improvement opportunities. 4. Graduate Feedback & Employer Satisfaction a. Surveys are distributed to employers to gauge preparedness, satisfaction, and job performance in actual employment settings. b. Students are surveyed during their course to collect feedback on course content and presentation. c. Feedback is used to adjust curriculum emphasis (e.g., more dementia care modules or restorative training). 5. Job Placement and Program Continuation a. While many students seek employment immediately, others enroll in LPN or RN programs. Tracking CNA graduates' transitions into further nursing education is a key success indicator. b. Collaborations with local healthcare employers and clinical partners also provide informal feedback on graduate readiness and professionalism. The CNA Program at IVCC demonstrates a strong alignment between its objectives and outcomes. Through systematic assessment of clinical competencies, IDPH exam pass rates, and feedback loops with employers and graduates, we ensure the program not only meets state requirements but also equips students for success in healthcare careers and beyond.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	During the last program review in 2020, the reported action items included offering day and evening classes at both the Ottawa and Oglesby campuses, and preparing students for the transition to computer-based testing through the Illinois Department of Public Health (IDPH). These actions have been successfully implemented. IVCC continues to maintain a consistent rotation of CNA classes across both campuses. Since 2019, students have been completing the state certification exam via computer-based testing, and they have adapted well to this format. In addition, beginning in summer 2025, all course testing will transition to computer-based assessments delivered through the Learning Management System (LMS), supporting further alignment with the state testing model. Evening CNA classes have been successfully offered at the

	Ottawa campus since 2021 and continue to demonstrate strong enrollment and performance outcomes.
Review Team 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.	The following individuals were key participants in the review of the CNA Program: **1. Heather Seghi** *Dean of Health Professions* • Served as the lead for the program review process. • Oversaw all aspects of the CNA program evaluation, including curriculum alignment, faculty and student feedback, clinical site coordination, and regulatory compliance. • Facilitated communication with institutional leadership, the Illinois Department of Public Health (IDPH), and advisory stakeholders. • Assumed shared oversight of program coordination duties following the retirement of the previous coordinator. **2. Sue Smith** *CNA Program Coordinator & Director of Nursing* • Appointed as interim Program Coordinator in May 2025. • Provided ongoing evaluation and feedback on course delivery, clinical instruction, and student outcomes. • Worked closely with the Dean of Health Professions to review curriculum materials, instructor assessments, and student performance data. • Contributed to the development and implementation of improvements in instruction, skill validation, and compliance with IDPH standards.
Stakeholder Engagement 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 following stakeholders and partners played a vital role in the review and continuous improvement of CNA Program: **1. CNA/Nursing Advisory Board** • Comprised of local healthcare employers, faculty, and community partners. • Met to provide critical feedback on current workforce needs, industry expectations, and graduate performance. • Recommendations from this board directly influence curriculum updates, equipment purchases, and clinical site practices. **2. College Administration** • Engaged in strategic decision-making and resource allocation. • Supported the review process by providing oversight on compliance, funding, and alignment with institutional goals.

- Collaborated with Health Professions leadership to address staffing, scheduling, and program development.

3. Students and Recent Graduates
- First-year nursing students, many of whom are graduates of the CNA program, offered input on the strengths and gaps of the program as preparation for advanced nursing education.
- Student feedback was gathered through informal discussions, course evaluations, and direct communication with faculty and administration.
- Their insights helped shape changes in instructional methods, skill lab support, and clinical readiness.

4. Clinical Site Partners & Employers
Key employer and clinical stakeholders engaged in this process included:
- Liberty Village of Peru
- Pleasant View Lutheran Home
- Ottawa Pavilion
- Illinois Veterans Home – LaSalle
- OSF Healthcare

These partners:
- Provided direct feedback on student clinical performance, professionalism, and preparedness.
- Participated in Advisory Board discussions and assisted in evaluating how well the program is meeting current workforce needs.
- Supported student learning through mentorship, supervision, and evaluation during clinical rotations.

Together, these stakeholders helped ensure that the CNA program remains aligned with employer expectations, student needs, and the evolving healthcare landscape.

CTE Program Review Analysis

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

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.	Yes, prerequisites for the CNA Program were reviewed as part of this program evaluation. Specifically, the focus was on the required 8th-grade reading and math competency necessary for success in the program.

	Findings and Actions Taken: • Discussions were held with counseling staff, CNA faculty, and representatives from the Illinois Department of Public Health (IDPH) to assess whether existing prerequisites and placement practices were adequately identifying and supporting students who may need academic assistance. • As a result, the program implemented an internal Reading and Math Assessment provided by the CNA textbook publisher. This tool is now used at the start of the program to identify individual student competency levels. • The assessment also offers customized remediation assignments based on the student's performance, allowing instructors to address specific learning needs early in the program. **Rationale:** • Annual cluster scores and state licensure exam outcomes do not currently indicate a need to increase the reading level requirement. • Using the internal assessment in lieu of formal placement testing maintains accessibility to the program while still identifying students in need of support, thereby improving retention and skill competency. This approach balances program accessibility with academic preparedness**,** ensuring that students receive targeted remediation without additional barriers to entry.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Bureau of Labor Statistics (2024), The median annual wage for nursing assistants was $39,530 in May 2024. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $31,390, and the highest 10 percent earned more than $50,140. The median annual wage for orderlies was $37,700 in May 2024. The lowest 10 percent earned less than $31,610, and the highest 10 percent earned more than $49,570. In May 2024, the median annual wages for nursing assistants in the top industries in which they worked were as follows: Government: $45,760 Hospitals; state, local, and private: $40,170

	Nursing care facilities (skilled nursing facilities): $39,170 Continuing care retirement communities and assisted living facilities for the elderly: $38,500 Home healthcare services: $36,910 Overall employment of nursing assistants is projected to grow 4 percent from 2023 to 2033, about as fast as the average for all occupations. About 216,200 openings for nursing assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. As the baby-boom population ages, nursing assistants and orderlies will be needed to help care for an increasing number of older people who have chronic or progressive diseases, such as heart disease and diabetes. Demand for nursing assistants may be constrained by financial pressures on nursing homes, which might lead some facilities to close or reduce staff. However, increased opportunities are expected in home- and community-based settings as patient preferences and shifts in federal and state funding generate demand for care in these settings. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Nursing Assistants and Orderlies, at https://www.bls.gov/ooh/healthcare/nursing-assistants.htm (visited May 24, 2025).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	**Past Five Years (2020–2025)** • **Consistent Demand Increases**: National data shows employment for nursing assistants and orderlies grew from about 1.38 million in 2020 to around 1.42 million by 2023–24—a steady rise shccares.combls.gov. • **Regional Wage Pressure**: In LaSalle County, a healthcare facility's attempt to raise wages by $5/hour for CNAs (2022–23) indicates strong employer competition and rising demand lasallecountyil.gov. • **Lower Local Unemployment**: LaSalle County's unemployment has fallen from around 7% in early 2022 to approximately 5.7% in early 2025—suggesting tighter labor markets and sustained hiring activity. **Outlook for Next Five Years (2025–2030/2033)** • **Moderate Growth Projected**: BLS forecasts a 4–5% increase in employment for nursing assistants nationwide from 2023 to 2033—averaging roughly 216,200–220,000

	job openings per year lasallecountyil.gov+5bls.gov+5vitalipartners.com+5. • **Shift to Home & Community-Based Settings**: Growth is particularly strong in-home healthcare services, due to an aging population preferring non-institutional care.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The CNA Program at IVCC utilizes a variety of labor market information sources to guide program development, ensure alignment with regional workforce needs, and support continuous improvement. These sources include: **Primary Labor Market Information Sources:** 1. **U.S. Bureau of Labor Statistics (BLS)** ○ Used to track national and state employment trends, projected job growth, and wage data for CNAs and related healthcare support occupations. 2. **Illinois Department of Employment Security (IDES)** ○ Provides state and regional occupational projections, job vacancy data, and industry outlooks specific to Illinois and the IVCC service region. 3. **JobsEQ & Economic Modeling Specialists Intl. (EMSI)** ○ Accessed via the college's institutional research or workforce development departments for real-time labor market analytics, including wage trends and employer demand. 4. **Illinois Workforce Innovation and Opportunity Act (WIOA) Program Data** ○ Confirms demand for CNA positions in the region and helps determine eligibility for tuition and training support. 5. **Local Employer and Advisory Board Feedback** ○ Direct input from regional healthcare facilities—including Liberty Village, Ottawa Pavilion, and Pleasant View Lutheran Home—provides timely insight into hiring needs, job performance expectations, and trends in patient care staffing. 6. **IVCC's Career Services and Institutional Effectiveness Offices** ○ Collect and monitor job placement rates, employer surveys, and graduate follow-up data to assess program impact on employment outcomes. **Review Frequency:** • Labor market data is reviewed at least annually during the program review cycle. • Informal reviews and updates occur biannually or as needed in preparation for: ○ Advisory board meetings ○ Website updates

	o Handbook Updates o Curriculum adjustments o Grant applications (e.g., Perkins, PATH) o New program or course proposals • Real-time or quarterly data may be pulled to support urgent program planning decisions or workforce partnership opportunities.
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?)	The CNA Program at IVCC implements several proactive strategies to recruit and retain students in alignment with local and regional healthcare workforce demands: **1. Targeted Outreach and Marketing** • **Health Professions Newsletters** are distributed regularly to local healthcare facilities, industry stakeholders, high schools, and community organizations such as the Illinois Valley Area Chamber of Commerce (IVAC). o These newsletters highlight upcoming program offerings, graduate success stories, employer partnerships, and workforce needs. **2. Website and Job Posting Integration** • Program information, enrollment details, and career opportunities are actively maintained on the IVCC website. • Job postings relevant to CNA graduates are also included, helping to connect prospective and current students with potential employers. **3. Direct Communication with Prospective Students** • InContact Text Messaging System is used to send real-time updates to prospective and current students regarding: o Program availability and enrollment dates o Registration deadlines o Local job openings in CNA-related roles **4. High School Engagement and Pathways** • IVCC partners with area high schools through dual credit and career pathway programs to introduce students to healthcare careers early. • Presentations, site visits, and shadowing opportunities are offered to promote awareness and interest in the CNA profession. **5. Community and Workforce Partnerships** • Collaborations with WIOA and other workforce agencies help reach adult learners and career changers. • CNA program availability is promoted through local workforce centers, job fairs, and regional events to attract nontraditional and underemployed individuals.

	Through these multi-channel efforts, IVCC ensures a sustained and diverse enrollment pipeline for the CNA program, supporting both student success and the growing demand for skilled healthcare professionals in the Illinois Valley region.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	At IVCC, all program and course changes are guided by a structured curriculum review process overseen by the Curriculum Committee and academic leadership to ensure alignment with institutional goals, accreditation standards, and regulatory requirements.
	
	Evaluation of Needs and Proposed Changes:
	• Program faculty, coordinators, and deans regularly assess curriculum based on:
	  o State regulatory requirements (e.g., IDPH for CNA programs)
	  o Student performance and feedback
	  o Clinical partner and employer input
	  o Advisory board recommendations
	  o Course and program outcome data
	• For example, the CNA course is currently structured as an 8-credit hour course requiring 160 hours of instruction, which exceeds the Illinois Department of Public Health (IDPH) minimum requirement of 120 hours.
	  o A review has identified areas of duplicative content that could be streamlined to reduce credit hours while still meeting—and exceeding—state guidelines.
	
	Curriculum Committee Process:
	• The Curriculum Committee reviews the course’s:
	  o Description and objectives
	  o Prerequisites and co-requisites
	  o Lecture/lab/clinical contact hours
	  o Alignment with state mandates
	  o Assessment of student learning outcomes and program outcomes
	• Any proposed changes (e.g., reduction in credit hours or contact hours) are formally submitted and must be approved through this review process.
	
	Review Frequency:
	• Courses must be reviewed at minimum every 2 years to ensure continued relevance and compliance.
	• An in-depth review and update are required every 4 years, or sooner if there are regulatory or accreditation-driven changes.
	
	This thorough and collaborative process ensures the CNA curriculum remains responsive to changing healthcare

	demands while upholding educational quality and compliance with state and institutional standards.
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.	Yes, the review of program need resulted in several key actions and modifications aimed at enhancing instructional quality and supporting continued program growth. **1. Revised Course Schedule** Based on the review, a revised schedule was developed to more effectively and efficiently deliver the required content while maximizing student engagement and learning outcomes. The new structure aligns instructional time with best practices and ensures compliance with IDPH requirements, while also reducing redundancies within the existing 160-hour format. **2. Expanded Faculty Support** To accommodate the increasing number of students enrolling in the CNA program, an additional full-time faculty member was hired. This expansion improves instructor-to-student ratios, supports more individualized instruction, and strengthens student retention and success. These actions reflect the program's ongoing commitment to meeting local workforce demands, maintaining educational quality, and ensuring adequate instructional capacity to serve the growing interest in healthcare careers.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	IVCC regularly evaluates the cost-effectiveness of its Career and Technical Education (CTE) programs, including the CNA program, through a combination of enrollment data, revenue sources, instructional costs, and scheduling metrics. The following factors are used to assess the program's overall financial sustainability and return on investment: **Program Funding Sources** The CNA program is funded through a combination of: • **PATH Grant** (Pipeline for the Advancement of the Healthcare Workforce) • **Perkins Grant** (federal CTE support) • **Student Tuition and Fees**, which include: o Lab fees o State Exam Fees o Technology and course materials

These funding streams significantly reduce the financial burden on the institution and help support instructional needs, faculty salaries, and equipment purchases.

Student Enrollment and Credit Hour Generation

- The program enrolls approximately 168 students annually, with each student completing 8 credit hours, generating a total of 1,344 credit hours per academic year.
- Enrollment has remained steady or increasing, indicating strong demand and efficient resource utilization.

Student-to-Faculty Ratios

- Lecture:
  - Fall/Spring: 16:1
  - Summer: 24:1
- Lab: 16:1
- Clinical: 8:1 (to meet IDPH regulatory requirements)

These ratios reflect compliance with state mandates while maintaining cost efficiency in lecture and lab components. Clinical ratios are intentionally smaller to ensure safe, high-quality patient care instruction.

Cost Comparisons and Efficiency

- Compared to other health professions programs, the CNA program is significantly more cost-effective, as it requires minimal equipment investment (primarily consumables and basic clinical tools).
- The program equipment was recently replaced with new, so the cost should remain low for the next 5 years until equipment replacement is needed.
- The program utilizes shared lab and classroom spaces within the health professions division, improving overall facility utilization.

Scheduling and Course Fill Rates

- Courses are strategically scheduled across semesters (Fall, Spring, Summer) to maximize faculty workload and facility use.
- Course and section fill rates remain high, with most sections reaching capacity each term.

Revenue Analysis

- The CNA program generates tuition and fee revenue that offsets a substantial portion of instructional costs.

	- Grant funding supplements operational needs, allowing the program to remain low-cost while maintaining high instructional quality. The CNA program at IVCC is a cost-effective, high-demand CTE program that leverages grant funding, maintains high enrollment and credit hour production, and operates with efficient scheduling and resource allocation. Continued funding through PATH and Perkins, combined with solid student-to-faculty ratios and strong workforce alignment, ensures the program remains both financially sustainable and mission-focused.
2.2 What are the findings of the cost-effectiveness analysis?	The cost-effectiveness analysis of the CNA program at IVCC indicates that the program is highly efficient and financially sustainable, with the following key findings: 1. **Strong Return on Investment (ROI):** The program generates substantial credit hours (1,344 annually) through consistent enrollment of approximately 168 students per year. This high productivity supports a strong return relative to instructional costs. 2. **Low Operational Costs:** Compared to other health professions programs, the CNA program operates with lower equipment and supply **costs**, while still meeting state requirements and industry standards. Classroom and lab spaces are shared with other programs, further reducing facility costs. 3. **Effective Use of Grant Funding:** The program is supplemented by PATH and Perkins grants, reducing institutional financial burden and allowing for enhancements such as additional faculty, updated instructional materials, and student support services. 4. **Efficient Faculty Allocation:** Student-to-faculty ratios are maintained within regulatory limits (8:1 in clinical, 16:1 or 24:1 in lecture/lab), ensuring instructional quality while maximizing faculty efficiency. 5. **High Course Fill Rates and Scheduling Efficiency:** The program schedules multiple cohorts across fall, spring, and summer, with most sections meeting or exceeding enrollment capacity. This supports optimal use of faculty time and instructional resources. 6. **Consistent Enrollment Trends:**

	Demand for the CNA program remains strong, with stable or increasing enrollment, demonstrating continued community and workforce relevance. **Conclusion:** The CNA program is meeting its educational and workforce objectives in a cost-effective manner, with strong enrollment, efficient use of resources, and effective leveraging of external funding. These findings support the continued investment in and expansion of the program to meet growing regional healthcare demands.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	While the CNA program at IVCC benefits from limited assistance through external grants such as PATH and Perkins, the majority of the program's costs are sustained through tuition and student fees. These include course tuition, lab fees and other program-specific charges. Because of this self-sustaining model, the program is not dependent on external funding to continue operating. In the absence of outside grants, IVCC would continue offering the CNA program without disruption. **Sustainability Plan Highlights:** • Core funding is generated through tuition and fees, which consistently cover instructional and operational costs. • Grant funds are used strategically for enhancements such as instructional materials, faculty development, or student support—not for core program delivery—ensuring minimal impact if grants are reduced or unavailable. • Ongoing demand and strong enrollment trends (approximately 168 students per year) support continued financial viability. • The program's low equipment and operational costs make it one of the more cost-effective offerings in the Health Professions Division. • Course and section fill rates remain high, maximizing efficiency in faculty utilization and classroom space. IVCC's CNA program has a solid foundation of tuition-based revenue that ensures long-term sustainability. While grant funding enhances the program, it is not essential for its continuation, and a sustainability plan is effectively in place through existing operational structures.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	**Assessment of Program Affordability:** IVCC regularly reviews the cost of attendance for its programs to ensure they remain accessible and competitive. The CNA program is considered affordable and cost-effective when compared to similar programs in the region, especially

How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	considering the short duration and strong employment and credential stackability outcomes associated with completion. • The 8-credit CNA course includes tuition, lab fees, and costs related to background checks, drug screening, and course materials. • Overall, the total program cost remains below that of many private training institutions or proprietary programs, supporting its affordability for students in the district. **Financial Assistance and Support Services:** IVCC offers several pathways to assist students in overcoming financial barriers and increasing program accessibility: • **WIOA-Approved Program:** The CNA program is approved for funding through the Workforce Innovation and Opportunity Act (WIOA), which provides financial assistance to eligible individuals pursuing high-demand occupations. • **ARPA Grant Support (2021–2024):** During this period, students received funding from the American Rescue Plan Act (ARPA) to offset tuition and other program-related costs. • **PATH Grant Scholarships:** The Pipeline for the Advancement of the Healthcare Workforce (PATH) grant provides scholarships ranging from $250 to $1,000 per student, based on financial need and funding availability. • **Employer Sponsorships:** Students employed at long-term care facilities or OSF Healthcare may receive full or partial tuition reimbursement directly from their employers. • **IVCC Foundation Scholarships:** IVCC's Foundation Office awards multiple healthcare-related scholarships, including two scholarships dedicated exclusively to CNA students, further lowering out-of-pocket expenses. • **Student Services Referral:** Students in need are also referred to IVCC's Student Support Services for help with transportation, childcare, and additional wraparound resources. Through institutional, state, federal, and employer partnerships, IVCC ensures the CNA program remains affordable and accessible. With multiple scholarship opportunities and targeted financial support mechanisms, students are empowered to pursue their education and enter the healthcare workforce without excessive financial burden.

2.5 How will the college increase the cost- effectiveness of this program?	To further enhance the cost-effectiveness of the CNA program, IVCC will be reducing the program from 8 credit hours to 7 credit hours. This adjustment is based on a comprehensive review of instructional content, contact hours, and alignment with Illinois Department of Public Health (IDPH) requirements. **Key Benefits of the Credit Hour Reduction:** • **Lower Tuition Cost for Students:** Reducing the credit hour requirement by one credit will help decrease overall tuition and fee expenses for students, making the program more affordable and accessible. • **Improved Instructional Efficiency:** Course content has been evaluated for duplication and overlap. Streamlining the material ensures that students continue to receive high-quality instruction that meets and exceeds IDPH's 120-hour minimum requirement within a more efficient 7-credit format. • **Maintained Educational Outcomes:** Despite the reduction in credit hours, the program will continue to meet all state certification requirements, Program Learning Outcomes, and maintain strong student performance and licensure pass rates. • **Optimized Resource Utilization:** The revised credit model improves instructional and scheduling efficiency, resulting in better faculty workload distribution and potential cost savings for the institution. By reducing the CNA program from 8 to 7 credit hours, IVCC is taking a thoughtful, student-centered approach to lower costs while preserving educational quality, improving affordability, and supporting long-term sustainability of the program.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the review of the CNA program cost did result in a significant program modification. Following an in-depth evaluation of instructional content, credit hour alignment, and cost to students, the program is undergoing a reduction in credit hours from 8 to 7. **Reason for the Change:** • The current 8-credit structure includes duplicative content that exceeds the Illinois Department of Public Health (IDPH) minimum requirement of 120 instructional hours. • A thorough curriculum review revealed opportunities to streamline the course content without compromising student outcomes or regulatory compliance. **Impact of the Modification:**

	- **Reduced Cost to Students:** One fewer credit hour lowers tuition and fee obligations, improving student affordability. - **Improved Instructional Efficiency:** The revised course structure enhances time and resource management while continuing to meet educational and workforce objectives. - **Increased Program Sustainability:** Lowering the per-student instructional cost supports long-term financial viability and aligns with institutional goals of cost-effective program delivery. As a direct result of the program cost review, IVCC is implementing a credit hour reduction for the CNA program to enhance affordability, maintain academic integrity, and promote cost-effective operations. This will be effective beginning in the Spring 2026 semester.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g., traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The CNA program at IVCC is currently delivered exclusively in a traditional, in-person format. This includes: - Classroom-based lecture - Hands-on laboratory instruction - Supervised clinical experience in approved healthcare settings This traditional delivery method aligns with Illinois Department of Public Health (IDPH) regulations, which require in-person training and a specific number of clinical hours for certification eligibility. **Comparison of Success Rates:** Since the program is currently offered only in a traditional format, there are no internal comparisons available for alternate delivery methods such as hybrid or online. However, the first-time pass rate (FTPR) for the state competency exam remains strong, demonstrating the effectiveness of the current model. The traditional, in-person delivery format of the CNA program has proven to be effective, with consistently strong student outcomes and state certification pass rates. While no alternative delivery methods are currently in use, the existing structure ensures compliance with state requirements and prepares students for success in the workforce. The program is considering adding a hybrid program, and is currently working with IDPH representatives to ensure compliance and obtaining new program numbers.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The CNA program ensures that instruction is high-quality, relevant to the healthcare field, and culturally responsive through the following strategies: **1. Curriculum Alignment and Industry Standards:** • The curriculum is aligned with the Illinois Department of Public Health (IDPH) guidelines and includes current industry best practices in long-term care, infection control, patient rights, and communication. • Instruction is continuously updated to reflect real-world healthcare settings, ensuring students are prepared for immediate employment. **2. Faculty Qualifications and Ongoing Professional Development:** • Faculty members are licensed healthcare professionals with industry experience. • Instructors participate in ongoing professional development, including training on diversity, equity, inclusion (DEI), and trauma-informed care through Vector and other educational avenues to ensure instruction is both relevant and culturally aware. **3. Contextualized Learning through Clinical Experience:** • Students gain hands-on experience in a variety of clinical sites that serve diverse populations, reinforcing contextualized, real-world learning. • Clinical rotations expose students to residents and patients of varied backgrounds, abilities, and cultures, preparing them for a culturally diverse workforce. **4. Emphasis on Person-Centered and Culturally Competent Care:** • The program includes dedicated instruction on resident rights, dignity, and cultural competence. • Case studies, role-playing, and simulation activities are used to help students develop empathy, communication skills, and culturally sensitive care practices. **5. Feedback and Continuous Improvement:** • Student, employer, and advisory board feedback is regularly collected to inform instructional strategies. • Adjustments to teaching methods and materials are made to reflect emerging needs of the healthcare community and the populations it serves. Through intentional curriculum design, qualified faculty, immersive clinical experiences, and a commitment to

	inclusivity and equity, the IVCC CNA program delivers high-quality, contextualized, and culturally responsive instruction that equips students to succeed in today's diverse healthcare environment.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the CNA program is part of an approved Program of Study as defined by Perkins V and recognized by the Illinois Community College Board (ICCB). **Program of Study Pathway:** The CNA program serves as the foundational certification and first step in a clearly defined healthcare pathway that includes: • CNA → LPN → RN → BSN → MSN → DNP • This stackable credentialing structure supports career advancement and promotes long-term educational attainment for students entering the nursing and allied health fields. **Strengths of the Program of Study Implementation:** • Clear, Guided Pathway: Students benefit from a structured and transparent sequence of courses leading to advanced healthcare degrees and career opportunities. • High Demand & Workforce Relevance: CNA certification is required for entry into IVCC's LPN and RN programs, ensuring both alignment and relevance to local labor market demands. • Strong Advisory Support: Engagement with employers and healthcare partners helps maintain curriculum relevance and job alignment. • Early Exposure: High school dual credit and WIOA-eligible options allow students to enter the pathway early, improving retention and long-term success. **Challenges to Implementation:** • Program Capacity & Scheduling: High demand for the CNA program can sometimes create scheduling bottlenecks, impacting timely progression into LPN and RN programs. • Student Preparedness: Variation in student academic readiness (particularly in reading and math) can affect success rates and progression through the pathway. The CNA program at IVCC is an integral part of a Perkins V–approved Program of Study and serves as a key entry point for students pursuing careers in nursing and allied health. While challenges such as capacity and academic preparedness exist, the program's structured pathway, strong employer partnerships, and role within the broader healthcare continuum make it a highly effective and valuable component of IVCC's health professions offerings.

3.4 Does this program meet the definition of a career pathway program? 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.	Yes, the CNA program meets the definition of a Career Pathway program as outlined by Perkins V and the Workforce Innovation and Opportunity Act (WIOA). It includes clearly defined steps that allow students to gain stackable credentials and progress into increasingly advanced roles in healthcare. **Career Pathway Elements and IVCC's Implementation:** 1. Aligned with the Skill Needs of Industries ○ The CNA program is directly aligned with regional healthcare workforce needs, preparing students for immediate employment in hospitals, long-term care, home health, and assisted living facilities. ○ Local labor market data and input from healthcare employers are used to guide curriculum and clinical site selection. 2. Includes Rigorous and Integrated Education and Training ○ The program combines classroom instruction, lab-based skills training, and hands-on clinical experience, ensuring students are job-ready upon completion. ○ Instruction is contextualized to real-world healthcare settings and integrated with industry-recognized standards and state certification requirements. 3. Includes Career Counseling and Support Services ○ Students receive guidance from academic advisors, the counseling center, and health professions faculty regarding educational planning, career opportunities, and next steps in the pathway. ○ Referrals are made to support services, scholarships, and funding sources such as WIOA, PATH, and the IVCC Foundation. 4. Allows for Entry and Exit at Multiple Points ○ The CNA program serves as a foundational certificate for IVCC's Licensed Practical Nurse (LPN) and Registered Nurse (RN) programs. ○ Students can pause after CNA certification for immediate employment or continue seamlessly into more advanced nursing credentials. 5. Supports Attainment of Recognized Postsecondary Credentials ○ The CNA program leads to eligibility for the Illinois Nurse Aide Competency Exam, a recognized credential required for employment in many healthcare settings. ○ It provides credit toward further degrees, making it a key component in the LPN-RN-BSN career ladder. 6. Organized to Meet the Needs of Adults and Working Students ○ The program offers multiple cohorts per year (Fall, Spring, and Summer), including day and evening

	options to accommodate working adults and non-traditional students. **Planned Improvements:** • Credit Hour Reduction: The program is reducing from 8 to 7 credit hours, increasing cost-effectiveness and affordability while maintaining instructional quality. • Enhanced Career Pathway Communication: IVCC plans to develop visual pathway maps and advising tools to better guide students from CNA through advanced nursing degrees. • Strengthened Employer Partnerships: IVCC is expanding partnerships with local healthcare providers to increase clinical site availability and job placement opportunities for graduates. • Academic Readiness and Remediation Support: IVCC has implemented in-house reading and math assessments with integrated remediation to better support underprepared students. The CNA program at IVCC clearly meets the definition of a career pathway program, offering aligned education and employment steps in the healthcare field. Through ongoing review and targeted improvements, the program continues to strengthen its role in the regional workforce pipeline and support student success across multiple levels of the healthcare profession.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The CNA program has implemented several innovative strategies that have enhanced student learning, improved program outcomes, and supported workforce readiness. These innovations may serve as a model for other institutions seeking to strengthen their healthcare programs: 1. Embedded Academic Readiness Assessment with Remediation • Rather than requiring external placement tests, the CNA program utilizes an embedded Math and Reading diagnostic tool from the program's textbook publisher. • This assessment provides individualized remediation modules based on a student's performance, allowing early intervention and support while maintaining accessibility. • This approach promotes equity and supports student success without adding enrollment barriers. 2. Text Message Outreach Using In-Contact System • IVCC uses the In-Contact messaging platform to text current and prospective students with reminders

	about enrollment deadlines, program openings, job opportunities, and grant funding availability. • This direct, accessible form of communication has resulted in increased engagement and enrollment, particularly among adult and working students. 3. Stackable Credential Pathway Integration • The CNA program is strategically embedded within IVCC's nursing pathway, creating a clear, stackable progression from CNA → LPN → RN. • Students understand their advancement opportunities early, which improves retention and long-term goal setting. This model has helped the college retain and advance students within the healthcare pipeline. 4. Employer-Sponsored Tuition Options • IVCC has built strong relationships with regional healthcare facilities that pay tuition costs for CNA students who commit to employment upon completion. • This creates a sustainable talent pipeline for local employers while reducing the financial burden on students—an approach that strengthens both academic and workforce outcomes. 5. Responsive Curriculum Review and Streamlined Credit Hours • Through extensive program review, IVCC identified opportunities to reduce duplicative content and streamline the program from 8 to 7 credit hours while exceeding IDPH's required instructional hours. • This makes the program more cost-effective for students and the institution, while maintaining high standards of academic and clinical instruction. The IVCC CNA program blends technology, employer collaboration, proactive student support, and curriculum refinement to create a high-impact, student-centered learning experience. These innovations not only improve student outcomes but also contribute to a scalable model that other colleges can adopt to enhance their allied health programs.
3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	Yes, the CNA program offers dual credit opportunities in partnership with several area high schools. These opportunities allow eligible high school students to complete college-level coursework and earn both high school and college credit, advancing them along the healthcare career pathway while still in high school. **Current Dual Credit CNA Offerings:** High Schools Offering Dual Credit CNA through IVCC: 1. Offered through the Area Career Center (ACC)

	2. LaSalle-Peru Township High School 3. Hall High School 4. St. Bede Academy 5. Putnam County High School 6. Mendota High School 7. Ottawa Township High School 8. Princeton Highschool 9. DePue Highschool 10. LaMoille Highschool 11. Seneca High School **Details of the Dual Credit CNA Program:** - Delivery: Courses are delivered by IVCC-approved instructors, either at the high school site or on the IVCC campus. - Credits Earned: Students earn up to 8 college credit hours, fulfilling the requirements to sit for the Illinois Nurse Aide Competency Exam (INACE). - Eligibility Requirements: Students must meet minimum age and academic requirements set by the Illinois Department of Public Health (IDPH), including a criminal background check, physical exam, and immunizations. **Benefits of Dual Credit CNA:** - Accelerates entry into the healthcare workforce. - Reduces college tuition costs and time to degree completion. - Builds early exposure to healthcare careers and college-level rigor. - Creates a seamless transition into IVCC's LPN and RN programs. IVCC's dual credit CNA program provides high school students with a rigorous, supported pathway into the healthcare field and higher education. It is a strong example of effective secondary-postsecondary collaboration aligned with regional workforce needs.
3.7 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?	The CNA program integrates structured work-based learning experiences as a core component of the curriculum. These opportunities allow students to apply theoretical knowledge and practiced skills in real-world healthcare settings under the supervision of licensed professionals. **Current Work-Based Learning Opportunities:** 1. **Clinical Rotations in Long-Term Care Facilities** o Each student completes at least 40 hours of hands-on clinical training, as required by the Illinois Department of Public Health (IDPH).

- Clinicals are held at local partner facilities such as:
    - Liberty Village of Peru
    - Ottawa Pavilion
    - Heritage Health
    - Illinois Veterans Home
    - Pleasant View Lutheran Home
- Students provide direct patient care under supervision, including assisting with daily living activities, hygiene, mobility, feeding, and communication.

2. **Job Shadowing and Observation**
    - Some students have the opportunity to observe specialized units or hospital departments as part of their clinical experience, introducing them to broader career opportunities in nursing and allied health.

3. **Employer Partnerships for Immediate Hire**
    - Many local employers actively recruit students during their clinical rotations, leading to seamless employment post-certification.
    - Some facilities provide tuition reimbursement or cover the cost of the CNA program in exchange for a work commitment.

How Work-Based Learning Improves Program Quality:

- **Enhances Skill Proficiency:** Students develop competence and confidence through real-time patient interaction.
- **Strengthens Employability:** Students gain relevant experience, making them more competitive in the job market.
- **Improves Student Engagement:** Direct involvement in the care environment fosters motivation and connection to the profession.
- **Provides Employer Feedback:** Clinical partners provide insight into student performance and curriculum relevance, supporting continuous program improvement.

Opportunities for Improvement:

1. **Expand Clinical Site Variety**
    - Incorporate acute care settings, such as hospitals or rehabilitation centers, to expose students to a broader range of patient populations and care environments.
2. **Increase Simulation-Based Preparation**
    - Continue expanding use of high-fidelity simulation labs to prepare students for more complex or rare clinical scenarios prior to live clinical exposure.
3. **Formalize Work-Based Learning Partnerships**

	o Develop more partnership sites to secure predictable clinical placements and potentially expand into apprenticeship or internship models. 4. **Track and Measure WBL Outcomes** o Implement more robust tracking of post-clinical employment outcomes, employer satisfaction, and student reflections to further evaluate WBL effectiveness. Work-based learning is a vital and successful component of IVCC's CNA program. Through strong partnerships with healthcare providers and structured clinical instruction, students graduate with job-ready skills and valuable professional experience. Continued expansion and enhancement of these opportunities will further elevate the program's quality and impact.
3.8 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g., automotive technology, NATEF).	The CNA program is mandated to be approved by the Illinois Department of Public Health (IDPH). This ensures that program standards—such as curriculum, clinical hours, instructor credentials, skills taught—align with state regulations for direct care certification. IVCC's CNA curriculum is officially IDPH-approved for both campuses. There is no voluntary accrediting body available to CNA programs at this time.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	**Credential:** *Illinois Department of Public Health (IDPH) Nurse Aide Certification* **Credentialing Body:** *Illinois Department of Public Health (IDPH)* **Credential Earned:** *Certified Nursing Assistant (CNA)* **Method of Achievement:** Students are eligible to sit for the Illinois Nurse Aide Competency Exam (INACE) upon successful completion of the IVCC CNA program, which includes required classroom, lab, and clinical hours. This certification is mandatory for employment in nursing homes and long-term care facilities and is widely accepted by hospitals, home health agencies, and other healthcare employers across the state and region. It also serves as a foundational step in the healthcare career pathway, especially for students pursuing further education in nursing or allied health fields.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, apprenticeship opportunities are being explored for the CNA program, though formal apprenticeships are not currently in place. Apprenticeship Opportunities – In Progress • IVCC is actively exploring CNA-related apprenticeship pathways through participation in the ICCB Apprenticeship Grant initiative. • The college is currently engaging with regional long-term care employers and healthcare systems (e.g., Liberty

	Village, Ottawa Pavilion, OSF) to develop structured apprenticeship models that: o Combine paid employment with formal CNA training o Provide on-the-job mentorship o Lead to full certification and potential long-term employment • These efforts are part of IVCC’s broader strategy to enhance work-based learning, address local workforce shortages, and provide low-barrier entry points into healthcare careers. • IDPH must approve any such opportunities prior to implementation.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	The Nurse Aide Test Competency Exam administered through Southern Illinois University is the only applicable exam given. First time pass rates (FTPR) are listed below. 1. 2020 a. Oglesby: 92.7% i. Number of students tested: 55 b. Ottawa: 91.2% i. Number of students tested: 34 2. 2021 a. Oglesby: 92.06% i. Number of students tested: 63 b. Ottawa: 88.71% i. Number of students tested: 62 3. 2022 a. Oglesby: 85.29% i. Number of students tested:68 b. Ottawa: 88.10% i. Number of students tested:42 4. 2023 a. Oglesby: 85.29% i. Number of students tested: 68 b. Ottawa: 95% i. Number of students tested: 60 5. 2024 a. Oglesby: 98.36% i. Number of students tested: 61 b. Ottawa: 93.85% i. Number of students tested: 65 Total Number of Students Tested During Review Period: 578
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, stronger partnerships have been formed since the last program review, which have enhanced both the quality and relevance of the CNA program: 1. **OSF HealthCare** o Expanded collaboration for clinical placement, job shadowing, and potential tuition reimbursement/employer sponsorship programs. o OSF has been instrumental in supporting workforce pipelines and helping to align curriculum with current healthcare practice standards. 2. **LaSalle Veterans Home** o Strengthened relationship to provide clinical training opportunities focused on veteran-centered care. o Enhances student exposure to diverse patient populations and long-term care delivery systems. **Opportunities for Additional Partnerships:** • Liberty Village of Peru, Ottawa Pavilion, and Pleasant View Lutheran Home: Deepening these existing relationships through formal apprenticeship models, guest lectures, or adjunct clinical instruction. • Regional High Schools: Expanding dual credit CNA opportunities to build early interest in healthcare careers and improve program pipeline. • Workforce Development Boards / WIOA Partners: Collaborating on career pathways, job placement assistance, and adult education integration. • Community-Based Organizations (e.g., IVAC, Chamber of Commerce): To raise awareness of CNA career opportunities and promote non-traditional student recruitment.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Several internal and external partnerships have been formed to promote equitable access and outcomes for CNA program: **Internal Partnerships:** 1. IVCC Counseling and Student Services o Collaborate to identify and support students needing academic or personal assistance. o Provide referrals for tutoring, transportation, childcare, and mental health services to help reduce barriers to completion. 2. IVCC Foundation Office o Offers scholarships specifically for CNA students, including need-based and merit-based awards. o Helps reduce the financial burden for underserved and low-income students. 3. Adult Education and Literacy

	○ Coordinates bridge programming for students needing foundational academic support in math, reading, and English language skills. ○ Uses integrated education and training (IET) models to support co-enrollment and persistence. **External Partnerships:** 1. PATH Grant (DCEO & ICCB Funded) ○ Provides financial support for tuition, fees, transportation, and supplies to eligible students. ○ Targets underrepresented populations including low-income, first-generation, rural, and working adult students. 2. Workforce Innovation and Opportunity Act (WIOA) ○ Designates CNA as an approved WIOA program. ○ Eligible students receive tuition assistance, case management, and job placement support. 3. OSF HealthCare, Liberty Village, LaSalle Veterans Home ○ Offer employment sponsorships, tuition reimbursement, and support for on-the-job training. ○ Help non-traditional and underemployed adults enter or re-enter the healthcare workforce.
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. In FY2022, the college also began providing $3,000 to full-time faculty to attend a national conference once every three years. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty. Additional professional development may be requested and fulfilled based on the availability of funds.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty and staff in the CNA engage in ongoing professional development focused on Diversity, Equity, and Inclusion (DEI) through both institutional and state-level initiatives. These include: IVCC-Sponsored DEI Professional Development: 1. Vector Solutions Training ○ All IVCC faculty and staff are required to complete annual online training modules through Vector on topics such as: ▪ Diversity Awareness ▪ Cultural Competency ▪ Microaggressions in the Classroom ▪ Creating Inclusive Learning Environments ▪ Preventing Discrimination and Harassment

	o These trainings help ensure instructors understand how to support students of all backgrounds and identities in the classroom, lab, and clinical settings. 2. Institutional DEI Workshops & In-Service Events o CNA faculty are encouraged to attend campus-wide DEI sessions, including: ▪ Culturally Responsive Teaching Strategies ▪ Equity in Healthcare Education ▪ Serving First-Generation and Underserved Populations **Statewide and Discipline-Specific DEI Development:** 3. Annual CNA Statewide Educators Meeting (IDPH) o CNA program instructors attend the Illinois Department of Public Health (IDPH) CNA Educators Meeting, which includes sessions on: ▪ Health disparities and bias in patient care ▪ Culturally competent clinical instruction ▪ Updates to state regulations impacting diverse student and patient populations
3.17 What is the status of the current technology and equipment used for this program?	During the program review, several areas for improvement in the use of technology and instructional resources were identified and addressed to enhance the quality and effectiveness of the CNA program at IVCC: **Learning Management System (LMS) Integration** • It was determined that the program was not previously using the LMS system (Brightspace) to its full potential. • As a result: o Faculty received professional development and training on LMS functionality and best practices. o The program now fully utilizes the LMS for: ▪ Posting instructional materials ▪ Assigning and tracking coursework ▪ Computer-based testing aligned with the state CNA exam format ▪ Student communication and grade tracking **Textbook and Digital Resources** • The CNA program textbook is now available in both print and e-book formats to increase accessibility for diverse learners. • Publisher resources (such as practice exams, interactive learning tools, and remediation activities) are actively being integrated into instruction and student preparation. **Laboratory Equipment and Instructional Tools**

	• The skills lab was upgraded during the review period to better support hands-on learning. o Additional equipment (manikins, beds, wheelchairs, PPE supplies, etc.) was purchased to accommodate growing enrollment and improve student engagement. o The increased quantity of equipment allows for smaller group instruction and more active learning scenarios, simulating real-world healthcare settings.
3.18 What assessment methods are used to ensure student success?	The CNA program uses a variety of assessment tools to monitor student learning, support continuous improvement, and ensure readiness for both certification and real-world clinical practice. **Formative and Summative Assessments** 1. Written Exams & Quizzes o Aligned with Illinois Department of Public Health (IDPH) standards and state exam content o Delivered both on paper and via computer-based testing through the LMS o Includes unit tests, final exams, and practice state board exams 2. Skills Competency Checklists o Aligned with IDPH-required performance criteria o Students are assessed through hands-on demonstrations in the lab o Instructors use rubrics and standardized checklists to evaluate accuracy, safety, and professionalism 3. Clinical Evaluations o Conducted in real-world care settings o Includes daily performance evaluations and a final clinical assessment o Evaluates students on communication, patient safety, infection control, and compassionate care 4. Simulated Scenarios o Utilized in the lab to assess student ability to respond to emergency situations, dementia-related care, and end-of-life care o Helps measure critical thinking, decision-making, and team collaboration **Program-Level Assessments and Metrics** 1. State Certification Exam Pass Rates o The program reviews first-time pass rates (FTPR) quarterly for both Oglesby and Ottawa sections o Trends in performance inform curricular and instructional adjustments

	2. Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO) o Outcomes are mapped to course objectives and regularly assessed o Data is reviewed to ensure students are achieving the intended competencies 3. Feedback from Employers and Clinical Partners o Collected informally and during Advisory Board meetings o Feedback informs revisions to curriculum and instructional approach 4. Student Course Evaluations and Exit Surveys o Provide insight into student experience, barriers, and satisfaction o Results help identify areas for improvement in instruction and support services
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results in the CNA program are systematically analyzed and used to drive program enhancements. The results are shared with internal stakeholders to ensure transparency, accountability, and alignment with institutional goals for student success. **Utilization of Results** 1. Curriculum Review and Course Revisions o Assessment outcomes (e.g., skills checklists, test performance, state exam pass rates) guide updates to course content, delivery methods, and assessment tools. o Adjustments include revising lab schedules, enhancing instruction on weak content areas, and reducing duplicative content to improve efficiency. 2. Instructional Improvement o Faculty review student performance trends to refine teaching strategies, incorporate remediation, and adopt more effective use of technology (e.g., LMS-based quizzes and computer-based practice exams). 3. Program Planning and Scheduling o Results influence scheduling decisions, such as the number of course sections and faculty assignments, to support growing enrollment and student needs. 4. Professional Development o Identified instructional gaps inform targeted faculty training, including LMS use, culturally responsive teaching, and updated clinical practices. **Sharing of Results** 1. Faculty and Department Meetings

	o Results and trends are discussed regularly among CNA Program Coordinator and instructors, the Dean of Health Professions, and Nursing faculty to support collaborative problem-solving and planning. 2. Curriculum Committee o Formal presentations and documentation of course and program-level assessment are submitted to the Curriculum Committee during the program review cycle or when changes are proposed. 3. CNA/Nursing Advisory Board o Employer and partner feedback is shared and discussed in advisory board meetings, where assessment data is used to confirm program relevance and to validate workforce readiness. 4. Administrative Leadership o Program data, including first-time pass rates, enrollment, and completion metrics, are included in institutional reports reviewed by Academic Affairs and other leadership. 5. Annual and Biannual Program Reviews o Key assessment findings are summarized in required CTE and institutional review documentation, ensuring alignment with ICCB, Perkins, and state expectations.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The CNA program has implemented several curriculum revisions in response to assessment data and student performance outcomes. These changes aim to improve program quality, student learning, and alignment with workforce expectations. Revisions Based on Assessment Findings 1. Reduction of Credit Hours (8 → 7) o Assessment revealed that certain instructional content was duplicative or inefficient. o The revised curriculum reduces total credit hours while still exceeding the IDPH-mandated 120 instructional hours. o Focus was placed on eliminating overlap, increasing instructional efficiency, and maintaining competency standards. 2. Enhanced Use of LMS and Computer-Based Testing o Assessment data indicated that students struggled with test-taking strategies for the state certification exam. o Faculty received training on Brightspace LMS to fully implement online quizzes, computer-based exams, and structured feedback.

	o This change better aligns classroom testing with the format of the state exam, improving student preparedness. 3. Skills Lab Upgrades and Active Learning Scenarios o Clinical and skills assessments showed that students needed more practice in realistic scenarios. o Curriculum revisions included simulation-based lab instruction, using newly purchased equipment and enhanced role-play to better prepare students for direct care. 4. Reinforcement of Core Competencies o Based on clinical performance and faculty evaluation, more structured time was added for: ▪ Infection control procedures ▪ Communication techniques with dementia patients ▪ Emergency response skills 5. Increased Focus on Cultural Competency and Person-Centered Care o Student feedback and instructor observation highlighted the need for more instruction around diversity, equity, and inclusion. o Revised modules include culturally responsive care, patient rights, and trauma-informed communication. 6. Curriculum Mapping to Program Learning Outcomes o Assessment activities have led to improved alignment between course content and program learning objectives (PLOs), ensuring that all competencies are introduced, practiced, and assessed appropriately across the course.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student feedback collected through formal and informal means indicates a high level of satisfaction with the preparation provided by the CNA program. Students consistently report that the program prepares them well for both the state certification exam and employment in a variety of healthcare settings (e.g., long-term care, hospitals, rehabilitation centers). Key areas where students' express satisfaction: • Hands-on clinical experience • Realistic lab simulations • Instructor support and expertise How Student Satisfaction Information Is Collected 1. End-of-Course Evaluations o Students complete evaluations at the conclusion of each course, which include questions about: ▪ Instructional quality

	▪ Preparedness for clinicals ▪ Confidence entering the workforce ▪ Perceived value of the program 2. Graduate Follow-Up Surveys o Administered by the college's Career Services or Institutional Effectiveness departments. o Sent 3–6 months post-graduation to assess employment status and satisfaction with training. 3. Advisory Committee Feedback o First-year nursing students who are CNA graduates provide feedback on the program during CNA/Nursing Advisory Board meetings. o This feedback loop helps verify if the program provided a strong foundation for further education and clinical work. 4. Instructor and Dean Check-Ins o Informal feedback is collected through student check-ins during the semester by instructors and the Dean of Health Professions. o Students often share comments about job readiness, areas of confidence, and skills gained.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The CNA Program Advisory Committee plays a vital role in maintaining and improving the quality, relevance, and responsiveness of the program. Currently, the committee: • Meets annually via Zoom to review curriculum updates, student outcomes, and clinical experiences. • Provides feedback from industry partners such as long-term care facilities and hospitals on: o Graduate performance o Skills gaps o Workforce readiness • Helps align the program with regional healthcare needs and changing industry standards. • Offers insight into equipment needs and clinical site availability. While the committee is effective, engagement and input could be strengthened through: 1. In-Person Advisory Meetings o In-person sessions tend to generate deeper, more collaborative discussions. o These meetings also build stronger relationships between faculty and industry partners, leading to expanded partnerships and clinical placements. 2. Increased Faculty Involvement o Engaging all faculty, including adjuncts, in advisory conversations will help ensure the entire instructional team is aligned in exceeding state standards and focusing on best practices in instruction.

	3. Sharing Program Data with Committee Members o Providing detailed data (e.g., state exam pass rates, employment stats, student survey results) allows committee members to make more informed recommendations. 4. Follow-Up Subcommittees or Workgroups o For targeted issues like curriculum enhancement, clinical placement challenges, or DEI initiatives.
3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities)	Employers are actively involved in the CNA program through several important avenues that help ensure the program stays aligned with workforce needs and prepares students effectively: 1. Curriculum Design and Review o Employers participate in Advisory Committee meetings where they provide input on curriculum relevance based on current industry standards and practices. o Feedback from employers helps faculty adjust course content to better prepare students for real-world job expectations and state certification requirements. 2. Clinical Placement and Work-Based Learning Opportunities o Employers at local nursing homes, hospitals, assisted living facilities, and rehabilitation centers serve as clinical sites for students’ hands-on training. o They provide preceptors and supervisors who mentor students during clinical rotations, ensuring quality learning experiences that mirror actual job duties. o These partnerships often lead to employment pipelines, with many students hired by clinical sites where they trained. 3. Advisory Board Participation o Employer representatives actively participate in the program’s Advisory Board, offering insights on workforce trends, skill gaps, and emerging needs. o They assist in identifying equipment needs, technological advances, and best practices that should be integrated into training. 4. Employment and Apprenticeship Opportunities o Some employers offer tuition reimbursement or sponsorship for employees to enter the CNA program. o Work-based learning, such as externships or apprenticeships, are explored and developed in partnership with employers to give students paid or unpaid practical experience. 5. Job Market Feedback and Graduate Outcomes o Employers provide ongoing feedback about the performance of program graduates, helping the

	college measure the success of the program and identify areas for improvement.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers of CNA program graduates generally express satisfaction with the preparation and readiness of students entering the workforce. They report that graduates demonstrate solid foundational skills, professionalism, and a good understanding of patient care, which align with workplace expectations. **How Employer Satisfaction Is Collected** • Formal Conversations: Feedback is gathered during annual Advisory Board meetings where employer representatives discuss graduate performance and workforce needs. • Informal Conversations: Program faculty and clinical instructors maintain ongoing communication with clinical site supervisors and employers, gathering real-time feedback on graduate success and areas for improvement. • Surveys and Follow-up: While informal feedback is primary, the program is exploring more structured employer surveys to collect comprehensive and consistent data on graduate readiness and satisfaction.
3.25 What are the program's strengths?	1. Short time to completion allows students to enter the workforce quickly. 2. Small class sizes promote personalized instruction and support. 3. Low student-to-faculty ratios in lecture, lab, and clinical settings enhance learning quality. 4. Substantial equipment availability enables hands-on, individualized practice for students. 5. Strong communication and partnership with nursing program faculty support smooth transitions and alignment with further nursing education.
3.26 What are the identified or potential weaknesses of the program?	1. Inconsistent program coordination following the retirement of the long-term program coordinator led to appointing the Director of Nursing as interim coordinator until a new, trained program coordinator is established. 2. The program required significant updates after many years without major revisions. 3. Faculty alignment on technology use remains a challenge, with ongoing efforts needed to transition from traditional paper/pencil methods to more effective use of the Learning Management System (LMS) and digital tools. 4. Inconsistencies between IDPH and IVCC hour requirements lead to confusion and frustration.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes, the review of program quality led to several important actions and modifications, including:

<table>
<tr><td></td><td>• Appointment of an Interim Program Coordinator (Director of Nursing) to stabilize leadership and oversight following the retirement of the long-standing coordinator.
• Implementation of updated instructional methods, including required use of the Learning Management System (LMS) and computer-based testing to align more closely with state exam formats and improve instructional delivery.
• Curriculum review and revision to remove outdated or duplicative content, improve instructional efficiency, and ensure alignment with current healthcare standards.
• Professional development assigned to faculty to improve consistency and effectiveness in using available technology and instructional tools.
• Facility and equipment upgrades, including an increase in lab equipment to allow for individualized hands-on learning experiences.

These changes aim to modernize the program, ensure regulatory compliance, and enhance student learning outcomes and overall program quality.</td></tr>
<tr><td colspan="2">List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</td></tr>
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</table>

Performance and Equity

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

CTE Program	Certified Nursing Assistant				
CIP Code	51.3902				
	2020	2021	2022	2023	2024
Number of Students Enrolled					
CERT.CNA	195	178	142	175	202
Number of Completers					
CERT.CNA	181	153	126	165	184
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data reviewed for the CNA program includes: • Race and Ethnicity • Gender • Age • Part-time/Full-time Enrollment Status • Special Population Status (e.g., low-income, first-generation, students with disabilities) This data was analyzed using resources from: • QCEW Employees – EMSI 2024 Class of Workers • IVCC Office of Institutional Effectiveness, which provided enrollment trends and demographic breakdowns
How does the data support the program goals? Elaborate.	1. The data demonstrates that the CNA program reflects the diversity of the community it serves, with strong participation from underrepresented racial and ethnic groups. This supports the program's goal of equitable access and aligns with the college's broader Diversity, Equity, and Inclusion (DEI) objectives. 2. Age and enrollment status data reveal that the program attracts a mix of traditional and non-traditional students**,** including working adults and part-time learners—affirming the program's role as an accessible entry point into healthcare careers**.** 3. Gender data shows continued female-majority enrollment**,** consistent with national trends in the CNA profession, and highlights a potential opportunity to recruit more male students into the field to better reflect patient populations and industry needs. 4. Special population data confirms that the program successfully supports at-risk students through grant funding (e.g., PATH, Perkins, ARPA), scholarships, and

	partnerships with employers, reinforcing its goal to reduce financial and academic barriers.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Yes, the program review process revealed several key gaps: 1. Equity Gaps • While the CNA program reflects racial and ethnic diversity overall, success and retention rates vary slightly among demographic groups. • Some underrepresented students, particularly those balancing work and family responsibilities, struggle with course completion and clinical attendance, signaling a need for enhanced support strategies. 2. Enrollment Gaps • Male enrollment remains significantly low, despite efforts to promote diversity in healthcare roles. This suggests a need for more targeted outreach and marketing to underrepresented genders. • There is also an underrepresentation of high school dual credit students outside the college's core district. 3. Retention Gaps • Students who begin the program during summer semesters (often in accelerated schedules) are less likely to complete compared to those in fall or spring cohorts. The data suggests these students may face challenges with compressed timelines and limited academic support. 4. Success Gaps • Although overall pass rates on the state CNA exam are strong, first-time pass rates for some students correlate with lower academic readiness, particularly in math and reading. • Students who enter the program with lower foundational skills (often assessed using the textbook publisher's internal placement tool) tend to struggle more with theory-based content and exams.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	1. Strengthen academic remediation and tutoring. 2. Expand targeted recruitment (e.g., for males, nontraditional students, and high school dual credit partners). 3. Adjust scheduling models to support student persistence. 4. Enhance faculty development on inclusive teaching strategies and proactive intervention.
Are the students served in this program representative of the total student population? Please explain.	Yes. The students in the CNA Program are diverse as similar to the total student population in gender, cultural orientation, age, and residence within the college district.

Are the students served in this program representative of the district population? Please explain.	Our district is primarily rural with small towns spread across the district. The CNA Program draws from the same towns and surrounding areas as the rest of the programs in the college. It is varied and extensive.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Certified Nursing Assistant (CNA) program at IVCC demonstrates strong alignment with local workforce needs, solid enrollment trends, and high rates of student success and satisfaction. The program serves a diverse and representative student population, provides accessible entry into healthcare careers, and supports continued education through clear career pathways (CNA → LPN → RN). While overall outcomes are positive, the review identified areas for minor improvements, including faculty consistency, expanded use of technology, and enhanced employer and advisory engagement. Equity and retention gaps—particularly for nontraditional students—will be addressed through targeted remediation, improved scheduling, and increased use of support services. Given these findings, the chosen action is to continue the program with minor improvements, ensuring it remains responsive, cost-effective, and aligned with institutional and community goals.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Reduce credit hours from 8 to 7 to align with content efficiency and cost-effectiveness without compromising quality. a. Submit curriculum revision to Curriculum Committee by Fall 2025, implement in Spring 2026. 2. Strengthen faculty consistency through professional development on technology integration and instructional expectations. a. Ongoing through Fall 2025 with formal training in August 2025 before the semester begins. 3. Hold in-person Advisory Committee meetings to enhance employer engagement and actionable feedback. a. Schedule first in-person meeting by October 2025. 4. Increase use of LMS and computer-based testing for improved student learning and exam preparedness.

	a. Full implementation and faculty compliance by Fall 2025. 5. Monitor and disaggregate enrollment and success data to assess equity and access gaps. a. Annual review in collaboration with Institutional Research starting Spring 2026. 6. Strengthen industry partnerships by formalizing collaboration with OSF Healthcare and LaSalle Veterans Home for student support and potential work-based learning. a. Affiliation Agreements finalized by December 2025. 7. Explore CNA-related apprenticeship opportunities through ICCB funding. a. Submit interest and planning documentation by Spring 2026. 8. Review and update assessment tools and program learning outcomes based on program review and student performance. a. Begin revision in Fall 2025, implement changes by Spring 2026. 9. Improve student support pathways by strengthening access to scholarships, employer sponsorships, and WIOA/PATH grant referrals. a. Resource guide finalized and distributed by September 2025.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are currently being met. No action steps needed.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The CNA program is actively implementing strategies to address equity gaps, including racial and socioeconomic disparities. While the program serves a student population that is largely representative of the college's overall demographics, targeted steps are being taken to improve outcomes for all students, with particular attention to underserved populations. **Key Actions Being Implemented:** 1. Increased Access and Support: o The program utilizes grant funding (e.g., PATH, WIOA, IVCC Foundation scholarships) to reduce financial barriers for students from underrepresented groups. o Employer-sponsored tuition programs (e.g., OSF Healthcare and long-term care facilities) further expand access for working students. 2. Remediation and Academic Support:

	o An internal math and reading assessment was introduced to identify academic readiness and provide individualized remediation—particularly important for students who may not meet traditional placement thresholds but show promise with support. 3. Faculty Training on Diversity, Equity, and Inclusion: o Faculty complete annual Vector DEI training. o Attendance at the Illinois CNA State Meeting includes sessions on equitable instruction and culturally responsive care. 4. Curriculum Improvements: o Expanded use of digital learning tools and the LMS ensures all students, regardless of background, have access to consistent, high-quality instructional materials. o Emphasis on person-centered care, cultural competence, and respect for resident rights is integrated throughout the curriculum. 5. Data Disaggregation and Analysis: o The program is working with Institutional Research to annually disaggregate data by race, gender, age, and enrollment status to better identify and respond to equity gaps in enrollment, retention, and success. 6. Enhanced Advising and Career Pathway Visibility: o Students are counseled early on how the CNA program serves as a springboard to LPN, RN, and BSN pathways, ensuring long-term career planning support for all students, especially first-generation and underrepresented students.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Health Professions, the Director of Nursing, CNA Program Coordinator, IVCC faculty and Administration.

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Practical Nursing (CERT.LPN)	Cert	49	51.3901	CNA

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	End of Program Student Learning Outcomes (EPSLO's) for the IVCC Practical Nursing Program At the completion of the program the graduate will be able to: 1. Apply knowledge of the nursing process while using therapeutic nursing and communication skills, when meeting the holistic needs of the person in a variety of health care settings under the direction of the registered professionals. 2. Demonstrate nursing practice in a safe and caring manner with a respect for the beliefs and cultural diversity of others. 3. Demonstrate commitment to professional growth, self-development, and continuous learning.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The objectives/outcomes are being measured via evaluation of student grades earned, and a student exit survey. **Assessment of EPSLOs** Each course in the program is mapped to the EPSLOs. Student achievement is measured through: • Clinical performance evaluations using standardized rubrics • Simulation scenarios and debriefing reflection • Correlation projects • Course exams and assignments linked to SLOs Faculty conduct annual EPSLO reviews, using aggregated data to identify trends and drive program improvement. **Recent data trends:** The IVCC LPN program uses a multi-faceted, data-driven approach to measure achievement of its objectives. The high NCLEX-PN pass rates, strong completion and employment

	outcomes, and consistent attainment of EPSLO benchmarks all point to a program that is effectively meeting its mission. These measures confirm that IVCC nursing graduates are well-prepared for entry-level LPN practice and are making positive contributions to healthcare in the region and beyond. **Other data include:** **1. NCLEX-PN Licensure Pass Rates** 2024: 100% first time pass rate 2023: 100% first time pass rate 2022: 70% first time pass rate 2021: 88.9% first time pass rate 2020: 84.6% first time pass rate This consistently high pass rate indicates that the program effectively prepares students with the knowledge, clinical judgment, and critical thinking skills required for safe and competent nursing practice. **2. Program Completion Rates** PN Track: 2025: 38% completion 2024: 30% completion 2023: 40% completion 2022: 28% completion 2021: 41% completion **3. HESI Exit Exam Performance** 2025: 75% scored 850+ 2024: 64% scored 850+ 2023: 61% scored 850+ 2022: 70% scored 850+ 2021: 39% scored 850+
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Actions required as of 2020 were minor; more of a continuation of what was already being completed. The RN program continues to be accredited by ACEN. Pass rates continue to exceed state/national levels for both programs. Drastic recruiting measures have been implemented to attract a diverse population of students. This has been implemented through: • social media ads • ads in newspapers • articles in newspapers • physical presence at area high schools • recruitment or college events • college nights and career expos • flyers posted at health care agencies

Review Team 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.	Sue Smith MSN, RN, Director of Nursing Division The Director of Nursing plays an integrative and strategic role in program reviews, ensuring that the nursing department operates efficiently, meets quality standards, and continually improves care delivery. Her involvement is essential for regulatory compliance, staff development, and maintaining high standards of nursing practice.
Stakeholder Engagement 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.	**CNA/Nursing Advisory Board** • Comprised of local healthcare employers, faculty, and community partners. • Met to provide critical feedback on current workforce needs, industry expectations, and graduate performance. • Recommendations from this board directly influence curriculum updates, equipment purchases, and clinical site practices. **College Administration** • Engaged in strategic decision-making and resource allocation. • Supported the review process by providing oversight on compliance, funding, and alignment with institutional goals. • Collaborated with Health Professions leadership to address staffing, scheduling, and program development. **Students and Recent Graduates** • Student feedback was gathered through informal discussions, course evaluations, and direct communication with faculty and administration. • Their insights helped shape changes in instructional methods, skill lab support, and clinical readiness. • Graduates of our nursing program **Clinical Site Partners & Employers** Key employer and clinical stakeholders engaged in this process included: • Local Long term care facilities • Local home health/hospice agencies • Local hospitals and outpatient facilities These partners: • Provided direct feedback on student clinical performance, professionalism, and preparedness. • Participated in Advisory Board discussions and assisted in evaluating how well the program is meeting current workforce needs.

	- Supported student learning through mentorship, supervision, and evaluation during clinical rotations. Together, these stakeholders helped ensure that the nursing program remains aligned with employer expectations, student needs, and the evolving healthcare landscape.

CTE Program Review Analysis

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

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.	All general education classes necessary for the Nursing Program are considered co-requisites. These classes can be taken concurrently with the Nursing Program, or before beginning the Nursing Program. The general education courses were not analyzed as part of the review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Director of the Nursing Division and the Nursing faculty are aware that currently the Practical Nursing Program contains 49 credit hours. The nursing program is debating a reduction on hours, however, this impacts students moving toward their RN. Of the 49 credit hours required for the certificate program, 24 are dedicated to general education courses. Historically, IVCC's nursing program has found that including more general education requirements in the LPN certificate has made the RN pathway more appealing. This structure reduces barriers for LPNs who choose to return to IVCC to complete their RN degree, as they have already fulfilled a significant portion of the required coursework.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to our 2024 Program Demand Gap Analysis, there were an average of 34 opening for an PN positions, the annual completions regionally were 30, the graduates from IVCC consisted of an average of 14 grads from IVCC. This accounted for a need of 4 positions. However, not all of our graduates are working in our immediate area. Some are choosing to travel outside of the surveyed area. According to our local stakeholders the demand for practical nurses is very high. According to the Health Workforce Projections in 2024, The demand for licensed practical and vocational nurses (LPNs) is projected to grow faster than supply between 2022 and 2037, resulting in a projected shortage (302,440 LPN FTEs) in 2037. Nationwide, the projected supply of LPNs in2037 is sufficient

	to meet just 64% of the demand for LPNs, compared to 80% in 2027. According to the US Bureau of Labor Statistics, Employment of registered nurses is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. About 194,500 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The need for RNs has and will continue to grow. Demand will continue to rise as the Baby Boomer generation enters retirement and requires more healthcare services, creating a rise in job openings and an increasing need for healthcare workers. Healthcare worker burnout continues to increase since COVID. The CDC reports, nearly half of health workers reported often feeling burned out in 2022, up from 32% in 2018.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	National Center for Healthcare Workforce Analysis Illinois Department of Employment Security IVCC's2024 Program Demand Gap Analysis US Bureau of Labor Statistics Health Workforce Projections CDC
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?)	Nursing Faculty and the Director of Nursing, along with members of the Admissions staff and the Dean of Health Professions, visit area high schools to speak with students about the Health Professions. A College Fair is held on campus in the fall of the year. High school students generally come with their parents to check out colleges who are represented, including IVCC. IVCC also advertises in the local newspapers, social media, and radio stations. Open houses are held in both spring and fall semesters. This allows a time and place for curious potential students to have their questions answered. Potential students are also given a tour of the campus, so they can see our labs and classrooms. Every spring, the college holds a Career Expo. Grade school students from multiple schools within the IVCC district come to campus for the day. The students choose their area of interest and are then taken to that area where booths, tables and activities are set up with active learning activities or games that teach about the area of interest. Healthcare is the largest of all the areas of interest at the college. Recruitment is also done through our healthcare affiliates to recruit CNAs and LPNs.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	At Illinois Valley Community College (IVCC), all program and course changes are guided by a structured curriculum review process overseen by the Curriculum Committee and academic leadership to ensure alignment with institutional goals, accreditation standards, and regulatory requirements. **Evaluation of Needs and Proposed Changes:** • Program faculty, directors, and deans regularly assess curriculum based on: o State regulatory requirements (e.g., IDFPR for nursing programs) o Accrediting bodies (ACEN for nursing) o Student performance and feedback o Clinical partner and employer input o Advisory board recommendations o Course and program outcome data **Curriculum Committee Process:** • The Curriculum Committee reviews the course's: o Description and objectives o Prerequisites and co-requisites o Lecture/lab/clinical contact hours o Alignment with state mandates o Assessment of student learning outcomes and program outcomes • Any proposed changes (e.g., reduction in credit hours or contact hours) are formally submitted and must be approved through this review process. **Review Frequency:** • Courses must be reviewed at minimum every 2 years to ensure continued relevance and compliance. • An in-depth review and update are required every 4 years, or sooner if there are regulatory or accreditation-driven changes. This thorough and collaborative process ensures the nursing curriculum remains responsive to changing healthcare demands while upholding educational quality and compliance with state and institutional standards.
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.	Within the past 5 years, the nursing curriculum has been updated to reflect the recent update in the NCSBN test plan. It was identified in the last program evaluation that this was needed. **Foundations of Medication Administration** • This course was added due to the importance of the subject. It replaced Pharmacology. The faculty were able to add

	pharmacology into their individual courses when referring to each disease process or concept. This allows for timely learning of the medications with application to the disease process. **HURST review** - This program was added as a requirement for course completion in the PNs NUR 1221 course. It is a review specific for PNs prior to taking NCLEX-PN **Updates in Nursing Resources** - The program added Elsevier 360. This is an all-encompassing resource including ebooks, simulations, case studies, nationally measured exams, clinical skills, and so much more. The students have many required and additional/optional resources through this program. **Updates to student schedule of classes** - Students were surveyed and asked for a more compact schedule that is more student friendly. Students are now expected to be present in their courses 3 days a week instead of 4 to 5. **Lowered admissions capacity** In 2023, it was noted that there was a high attrition rate in the nursing program. IVCC was experiencing a faculty shortage in the nursing program. That year, all students that applied were accepted into the program and faculty all had a large overload in course hours. In 2024, the admissions capacity was lowered from 80 to 64 (approximately 48 RN and 16 LPN). This added more qualified students to be chosen into the nursing program. In turn the faculty had less credit hours to teach due to less sections of students.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio	Illinois Valley Community College (IVCC) regularly evaluates the cost-effectiveness of its Career and Technical Education (CTE) programs, including the nursing program, through a combination of enrollment data, revenue sources, instructional costs, and scheduling metrics. The following factors are used to assess the program's overall financial sustainability and return on investment: **Program Funding Sources** The nursing program is funded through a combination of: - **PATH Grant** (Pipeline for the Advancement of the Healthcare Workforce) - **Perkins Grant** (federal CTE support)

• Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• **Student Tuition and Fees**, which include: o Lab fees o Digital learning tools o Technology and course materials These funding streams significantly reduce the financial burden on the institution and help support instructional needs, faculty salaries, and equipment purchases. **Student Enrollment and Credit Hour Generation** • The nursing program, as a whole, currently enrolls approximately 16 PN students annually, with each student completing 25 nursing credits, generating a max total of 400 credit hours in the 1-year program, in nursing credits alone. • Enrollment has remained steady with several applicants on the waitlist, indicating strong demand and efficient resource utilization. **Student-to-Faculty Ratios** • Lecture: 32:1 • Lab: 8:1 • Clinical: 8:1 Cost efficiency is maintained in lecture. Clinical/instructor ratios were intentionally reduced to prioritize student learning and patient safety, despite decreased cost-efficiency. Clinical ratios are intentionally smaller to ensure safe, high-quality patient care instruction. **Cost Comparisons and Efficiency** • Nursing is among the highest cost of the health programs. • The program equipment was recently replaced with new, so the cost should remain low for the next 5 years until equipment replacement is needed. • **Scheduling and Course Fill Rates** • Courses are strategically scheduled across semesters (Fall, Spring, Summer) to maximize faculty workload and facility use. • Course and section fill rates remain high, with most sections reaching capacity each term. **Revenue Analysis** • The nursing program generates tuition and fee revenue that offsets a substantial portion of instructional costs. • Grant funding supplements operational needs.

2.2 What are the findings of the cost-effectiveness analysis?	The program cost is high due to low student to faculty ratios. This is intentional to increase student learning and maintain patient safety. The program is investigating where cost savings can occur.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The Nursing Program receives support through a few grants. In the event that support would not be available, the costs would be absorbed by the General Fund.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	**Assessment of Program Affordability:** Illinois Valley Community College (IVCC) regularly reviews the cost of attendance for its programs to ensure they remain accessible and competitive. The nursing program is considered affordable and cost-effective. **Financial Assistance and Support Services:** IVCC offers several pathways to assist students in overcoming financial barriers and increasing program accessibility: • **ARPA Grant Support (2021–2024):** During this period, students received funding from the American Rescue Plan Act (ARPA) to offset tuition. • **PATH Grant Scholarships:** The Pipeline for the Advancement of the Healthcare Workforce (PATH) grant provides scholarships ranging from $250 to $500 per student, based on financial need and funding availability. • **Employer Sponsorships:** Students employed at long-term care facilities or OSF Healthcare may receive full or partial tuition reimbursement directly from their employers. • **IVCC Foundation Scholarships:** IVCC's Foundation Office awards multiple healthcare-related scholarships. **Student Services Referral:** Students in need are also referred to IVCC's Student Support Services for help with transportation, childcare, and additional wraparound resources.
2.5 How will the college increase the cost- effectiveness of this program?	Through the annual internal program review, IVCC reviews costs for instructional supplies and salaries. The program is considering increasing the student to instructor ratio from 8:1 to 16:1

2.6 Did the review of program cost result in any actions or modifications? Please explain.	In response to the program cost review, consideration is being given to increasing the student-to-instructor ratio from 8:1 to 16:1 to improve cost efficiency. At present, a part-time faculty position is posted, while a full-time position remains on hold.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include: • Lecture ○ Most all courses are offered in person using a variety of teaching methods in the classroom. Few courses are offered online. • Lab ○ This includes hands on experiences based on information learned in lecture. This includes all modalities of simulation as well. • Clinical ○ Clinical is hands on with live patients, located in a variety of healthcare settings. Overall, the program maintains strong pass rates, with students consistently performing above state and national averages on the NCLEX-PN, indicating the effectiveness of the program's instructional methods and curriculum delivery.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Faculty Qualifications and Ongoing Professional Development: • Faculty members are licensed healthcare professionals with industry experience. • Instructors participate in ongoing professional development, including training on diversity, equity, inclusion (DEI), and trauma-informed care through Vector and other educational avenues to ensure instruction is both relevant and culturally aware. Contextualized Learning through Clinical Experience: • Students gain hands-on experience in a variety of clinical sites that serve diverse populations, reinforcing contextualized, real-world learning. • Clinical rotations expose students to patients of varied backgrounds, abilities, and cultures, preparing them for a culturally diverse workforce. Feedback and Continuous Improvement: • Student, employer, and advisory board feedback is regularly collected to inform instructional strategies.

	Adjustments to teaching methods and materials are made to reflect emerging needs of the healthcare community and the populations it serves.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, IVCC's Nursing Program is part of a Program of Study as defined by Perkins V and approved by the ICCB. A key strength of the program is its alignment with regional workforce needs, as we are committed to producing qualified nursing graduates who meet the demands of local healthcare employers. At the same time, program capacity is carefully managed to ensure we remain within the limitations of current faculty resources and available instructional space, allowing us to maintain high-quality instruction and clinical experiences.
3.4 Does this program meet the definition of a career pathway program? 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.	Yes, it does. This career pathway serves the needs of surrounding communities who need health care workers and begins with successful completion of the CNA course that is offered at the college. The student can elect to exit at this point and practice as a CNA, or the student can use their CNA certification for entry to IVCC's RN and LPN nursing programs. Incoming students declare upon application to the program whether they wish to follow the RN or the LPN track. Most all students choose RN. We select approximately the top 48 students for the RN program and the next 16 for the LPN program. There are pathways for students to progress seamlessly into the RN program or to exit from RN to LPN. All new incoming students are educated as a collective group, whether RN or LPN, until the end of the second semester of the first year. At this point, students who elected or were selected into the LPN track will attend college in the summer semester, complete their education, apply for NCLEX, and, following the successful completion of their NCLEX exam, can begin to practice as an LPN. RN students will take the summer off but do have the opportunity to switch tracks to LPN if circumstances have occurred that create a need for them to exit. LPN students can apply for accelerated advanced placement to the RN class in the fall following their completion of their LPN, if they meet the set criteria. Otherwise, LPN students tend to practice for a year or more and then return to IVCC to complete the second year of the Nursing Program as advanced placement students and then acquire their license to practice as RNs. In 2025 there was a trial for RN students to take the LPN summer program and continue with their RN courses in the fall, based on an application and seat availability.

	Please note the several entrance and exit points. In addition, the Nursing faculty are always encouraging our graduates to be lifelong learners and to continue on with their education to obtain a BSN, and higher degrees.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The nursing program has implemented several innovative strategies that have enhanced student learning, improved program outcomes, and supported workforce readiness. These innovations may serve as a model for other institutions seeking to strengthen their healthcare programs: Stackable Credential Pathway Integration • The CNA program is strategically embedded within IVCC's nursing pathway, creating a clear, stackable progression from CNA → LPN → RN. • Students understand their advancement opportunities early, which improves retention and long-term goal setting. This model has helped the college retain and advance students within the healthcare pipeline. Elsevier 360 • This is an all-encompassing program that includes e-books, case studies, simulations, clinical skills, and so much more. • The program is designed to assist faculty with enhancing the learners' education with technology and innovation. • It offers standardized exams for every discipline of nursing. Diverse Admissions Process • Admission criteria includes: ○ Grades earned in core general education courses ○ Completion of non-core general education courses ○ Score on the admissions exam ○ Previous work experience ○ Previous degrees or certificates earned
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are no nursing program courses that are dual credit. However, several of the general education classes which are required as part of the Nursing Program are dual credit. Those classes include: CNA, Introduction to Nutrition, Introduction to Psychology, Introduction to Sociology, and English Composition I and II, and Human Growth and Development.
3.7 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?	Students are given the opportunity to attend clinical sites at area hospitals of various sizes. IVCC also has agreements with several long-term care facilities within the IVCC district. Students have the opportunity for observational experiences at other health sites, such as physician's offices, and County Health departments. They can also travel to a Level 3 Medical Center for observation in specialty units.

	The clinical experiences embed the students into the real-life activity of a busy department. Students observe, but also take an active role in, patient care, experiencing frequent interruptions and learning how to not let those interruptions interfere with the safety and clear thought processes necessary in the delivery of patient care. Opportunities can be improved with a wider variety of work-based learning experiences for the students. The IVCC Nursing Faculty is always looking for new clinical experiences for the students. New sites are vetted for appropriateness, safety, and value of education to the nursing student and a contract is established between the College and the site. Lectures are also altered to include more of what happens on a clinical site, so that more students benefit from the information gained.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	IVCC meets the requirements set forth by the Nurse Practice Act established by the State of Illinois. This is mandatory. Industry accreditation provides significant benefits for both students and the college. IVCC voluntarily sought and obtained accreditation for the RN program through the Accreditation Commission for Education in Nursing (ACEN). Accreditation ensures the quality and rigor of the program and is increasingly important for students who wish to pursue advanced nursing degrees. Without it, students may be denied admission to upper-level nursing programs. Since December 31, 2022, accreditation has been a requirement for all RN programs in Illinois. Looking ahead, IVCC plans to pursue ACEN accreditation for the LPN certificate program as well. Accreditation of the LPN program would enhance transferability, increase employment opportunities for graduates, and further demonstrate IVCC's commitment to maintaining high standards in nursing education.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Practical nursing programs are aligned with industry-recognized credentials that validate both program quality and graduate readiness for professional practice by: NCLEX-PN • Required for licensure as a practical nurse in the U.S. • Industry-standard credential to demonstrate readiness for entry-level nursing practice. Practical Nurse License (LPN) • Issued by the state board of nursing after passing the NCLEX-PN.

	• Legally required to practice as an LPN.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NCLEX-PN pass rates Year/number of students/pass rate % 2020/13/84.6.33% 2021/18/88.9% 2022/10/70% 2023/18/100% 2024/14/100%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	IVCC's nursing program has one articulation agreement with Grand Canyon University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, stronger partnerships have been formed since the last program review, which have enhanced both the quality and relevance of the nursing program: • OSF HealthCare ○ Expanded collaboration for clinical placement, job shadowing, and potential tuition reimbursement/employer sponsorship programs. ○ OSF has been instrumental in supporting workforce pipelines and helping to align curriculum with current healthcare practice standards. • LaSalle Veterans Home ○ Strengthened relationship to provide clinical training opportunities focused on veteran-centered care. ○ Enhances student exposure to diverse patient populations and long-term care delivery systems.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Several internal and external partnerships have been formed to promote equitable access and outcomes for the nursing program: **Internal Partnerships:** IVCC Counseling and Student Services • Collaborate to identify and support students needing academic or personal assistance. • Provide referrals for tutoring, transportation, childcare, and mental health services to help reduce barriers to completion. IVCC Foundation Office • Offers scholarships specifically for nursing students, including need-based and merit-based awards.

	- Helps reduce the financial burden for underserved and low-income students. **External Partnerships:** PATH Grant - Provides financial support for tuition, fees, transportation, and supplies to eligible students. - Targets underrepresented populations including low-income, first-generation, rural, and working adult students. Local healthcare agencies - Offer employment sponsorships, tuition reimbursement, and support for on-the-job training.
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. In FY2022, the College also provides $3,000 to full-time faculty to attend a national conference once every three years. The College offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty. Additional professional development may be requested and fulfilled based on the availability of funds.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Vector Solutions Training
	- All IVCC faculty and staff are required to complete annual online training modules through Vector on topics such as:
	  ○ Diversity Awareness
	  ○ Cultural Competency
	  ○ Microaggressions in the Classroom
	  ○ Creating Inclusive Learning Environments
	  ○ Preventing Discrimination and Harassment
	- These trainings help ensure instructors understand how to support students of all backgrounds and identities in the classroom, lab, and clinical settings.
	
	Institutional DEI Workshops & In-Service Events
	- Faculty are encouraged to attend campus-wide DEI sessions, including:
	  ○ Culturally Responsive Teaching Strategies
	  ○ Equity in Healthcare Education
	  ○ Serving First-Generation and Underserved Populations

3.17 What is the status of the current technology and equipment used for this program?	Lab/Simulation - IVCC has a state-of-the-art simulation room with a control room attached. - There are five (5) designated nursing lab rooms. Each room contains manikins/simulators, hospital beds, equipment, skills supplies, etc. - There is one large skills lab.

	o Contains a computer lab and conference area o Skills stations o Many hospital beds with manikins/simulators • Two (2) med pass simulators/carts Elsevier 360 • Contains e-books, case studies, simulations, clinical decision-making tools, adaptive quizzing, NCLEX questions, standardized exams, etc. Learning Management System • Houses all materials for learning in the classroom
3.18 What assessment methods are used to ensure student success?	The IVCC Nursing Program utilizes a comprehensive, multi-modal assessment strategy to monitor student progress, promote critical thinking, and ensure readiness for clinical practice and licensure. Classroom and Theoretical Assessments: • Formative questioning during lectures is used regularly to gauge comprehension and encourage application of nursing concepts in real-time. • Quizzes and unit exams assess students’ mastery of content and identify areas for reinforcement. • Standardized testing, including HESI exams, are used at key points throughout the program to benchmark student progress against national standards and predict NCLEX-RN success. Clinical Evaluation and Competency-Based Assessment: • Faculty conduct ongoing evaluations of student performance in the clinical setting using structured tools that assess communication, professionalism, technical skill, and application of the nursing process. • Weekly formative feedback is provided to guide growth and improvement, with a comprehensive final evaluation at the end of each clinical rotation. Skills and Simulation-Based Assessment: • Students complete skills checklists and participate in high- and low-fidelity simulations, allowing faculty to assess technical competence, critical thinking, and teamwork in a safe, controlled environment. • Simulation debriefings are used as reflective learning tools to reinforce clinical judgment and decision-making. Additional Assessment Methods: • Homework assignments, presentations, case studies, and collaborative projects provide varied opportunities for

	students to demonstrate knowledge and engage in active learning. - Competency-based evaluation is embedded in both didactic and clinical components to ensure alignment with End-of-Program Student Learning Outcomes (EPSLOs). This multi-faceted approach allows faculty to identify student strengths and areas needing improvement early and often, ensuring timely intervention and promoting overall student success and program completion.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results in the nursing program are systematically analyzed and used to drive program enhancements. The results are shared with internal stakeholders to ensure transparency, accountability, and alignment with institutional goals for student success. - Results are shared at faculty meetings with the department. - Formal presentations and documentation of course and program-level assessment are submitted to the Curriculum Committee during the program review cycle or when changes are proposed. - Employer and partner feedback is shared and discussed in advisory board meetings, where assessment data is used to confirm program relevance and to validate workforce readiness. - Program data, including first-time pass rates, enrollment, and completion metrics, are included in institutional reports reviewed by Academic Affairs and other leadership. - Key assessment findings are summarized in required CTE and institutional review documentation, ensuring alignment with ICCB, Perkins, and state and accreditation expectations.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	**Foundations of Medication Administration** - This course was added due to the importance of the subject. It replaced Pharmacology. The faculty were able to add pharmacology into their individual courses when referring to each disease process or concept. This allows for timely learning of the medications with application to the disease process. **Updates in Nursing Resources** - The program added Elsevier 360. This is an all-encompassing resource including e-books, simulations, case studies, nationally measured exams, clinical skills, and so much more. The students have many required and additional/optional resources through this program.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction with their preparation for employment is generally high. Many students report feeling well-prepared to enter the workforce upon completion of the program. This feedback is gathered through several formal and informal methods, including: • **Course and Clinical Evaluations:** Students provide feedback on the effectiveness of instruction, lab, and clinical experiences throughout the program. • **Advisory Committee Input:** Employer feedback from the Nursing Advisory Committee often includes indirect reflections of student satisfaction based on observed graduate performance and readiness. • **Verbal Feedback:** Instructors and program staff regularly receive informal comments from students during the program and after graduation, indicating a strong sense of preparedness for employment. The combination of these tools provides a well-rounded picture of student satisfaction, which informs continuous program improvement efforts.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committee contribution keeps the Nursing faculty up-to-date with new practices and procedures used in the clinical units. They also let the nursing program know if they have noted any opportunities in the recent graduates. The Nursing faculty then take that information and add focus to that particular area. A focus area identified by our local hospitals is in the amount of patient load students take. Our faculty have been trying to increase the number of patients the students have in their last clinical rotations, based on this feedback.
3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities)	While job placement remains a primary focus, many of our graduates are hired directly by local healthcare facilities. Employers also play a critical role in providing work-based learning opportunities through our clinical site partnerships. These clinical experiences take place in a variety of healthcare settings, including hospitals, long-term care facilities, etc., where students gain hands-on experience under the supervision of licensed professionals. These partnerships not only enhance student learning but also allow employers to assess potential future employees in real-time. Additionally, employers regularly provide feedback on curriculum and graduate performance, which helps guide curriculum refinement. They openly share expectations regarding graduate preparedness and frequently communicate areas where they believe additional emphasis is needed in

	instruction. This feedback is invaluable and helps ensure our program continues to evolve to meet the real-world demands of the healthcare industry. Through ongoing collaboration, our employer partners support IVCC in maintaining a nursing program that is both responsive to industry needs and committed to producing well-prepared, job-ready graduates.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied with the preparation of the program's graduates. The information on employer satisfaction is collected through regular meetings and conversations between hospital administration and IVCC administration.
3.25 What are the program's strengths?	IVCC has a qualified, full-time, dedicated nursing faculty who hold, at minimum, a master's degree in Nursing. Four of the individuals have obtained their doctoral degree, with more in the process. The Nursing Program strives to put the student first and to work with the student for their success. Our campus location is a strength. It is situated in the middle of a district that also contains multiple hospitals and nursing homes, many of which are our clinical partners. Our campus has five fully-equipped nursing labs, a simulation lab with control room, and skills lab. All labs have either new or upgraded mannequins, a hospital set up, and a smart screen. The flexibility of the nursing staff to work varied hours in the clinical settings allows more clinical experiences to be scheduled. Currently, the IVCC Nursing Program does not depend on simulation for any part of the clinical hours that the nursing students accrue. All hours are obtained at clinical sites. Another strength is that our LPN students take the same classes as the RN students in the first 2 semesters. This gives the LPNs a huge advantage of being over prepared.
3.26 What are the identified or potential weaknesses of the program?	Student retention is currently below desired levels, influenced by a range of factors beyond academic performance or program rigor, including childcare responsibilities, financial challenges, and other personal circumstances.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program quality review did not lead to any changes, as the current structure and outcomes remain effective and aligned with educational objectives. However, student retention remains an area of ongoing monitoring and concern.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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	Practical Nursing				
CIP Code	51.3901				
	2020	2021	2022	2023	2024
Number of Students Enrolled					
CERT.LPN	34	43	52	36	38
Number of Completers					
CERT.LPN	14	15	18	9	18
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data reviewed for the nursing program includes: • Race and Ethnicity • Gender • Age • Part-time/Full-time Enrollment Status • Special Population Status (e.g., low-income, first-generation, students with disabilities) • Course success rates This data was analyzed using resources from: • QCEW Employees – EMSI 2024 Class of Workers • IVCC Office of Institutional Effectiveness, which provided enrollment trends and demographic breakdowns
How does the data support the program goals? Elaborate.	When looking at the RN and LPN data combined, • The data demonstrates that the nursing program reflects the diversity of the community it serves, with strong participation from underrepresented racial and ethnic groups. This supports the program's goal of equitable access and aligns with the college's broader Diversity, Equity, and Inclusion (DEI) objectives. • Age and enrollment status data reveal that the program attracts a mix of traditional and non-traditional students**,** including working adults**.** • Gender data shows continued female-majority enrollment**,** consistent with national trends in the nursing profession, and highlights a potential opportunity to recruit more male students into the field to better reflect patient populations and industry needs. • The data indicates a higher proportion of students from academically disadvantaged backgrounds within the nursing program. IVCC provides a range of support services to assist these students in achieving academic success.

	- Course success rates are at an increasing and continual rate per each course. This leads to an overall low retention rate of students that continue from start to finish within 4 consecutive semesters.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Yes, the program review process revealed several key gaps: Enrollment Gaps • Male enrollment remains significantly low, despite efforts to promote diversity in healthcare roles. This suggests a need for more targeted outreach and marketing to underrepresented genders. Retention Gaps • Each course shows roughly a 10-20% attrition rate. This adds to the overall low retention rate of the program, within 4 consecutive semesters.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In 2024 the admitted number of students to the nursing program as a whole, was changed from 80 to 64 with the goal to help with retention and entering more qualified students into the program. The LPN program was changed from 20 to 12-16. In 2025, the admission process changed to be more holistic to include work history, previous degrees and certificates to include a more diverse population. This made the admission criteria include more than grades and test scores.
Are the students served in this program representative of the total student population? Please explain.	Nursing students at IVCC tend to be older on average compared to the general student population. The racial and ethnic composition of nursing students closely reflects that of the overall college. However, male enrollment in the nursing program is significantly lower than in the broader IVCC student body.
Are the students served in this program representative of the district population? Please explain.	Nursing students at IVCC are younger than the average district age. Statistics based on racial and ethnic composition in the district and in the nursing program are similar. Again, male enrollment in the nursing program under represents the males in the district.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	The nursing program has a strong curriculum as displayed by the NCLEX pass rates and high employer and student

Please provide a brief rationale for the chosen action.	satisfaction with the program. Minor improvements would include a higher retention rate and a lower cost of the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Considering changing the student/instructor ratio in labs to 16:1 for a greater cost savings, therefore lowering the faculty overload and faculty burnout. Consider a nursing tutor to help with test taking strategies and content review.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review program objectives that are not being met with faculty starting in August 2025 Review program objectives that are not being met with the advisory committee.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The nursing program is actively implementing strategies to address equity gaps, including racial and socioeconomic disparities. While the program serves a student population that is largely representative of the college's overall demographics, targeted steps are being taken to improve outcomes for all students. Recruitment for male students will continue.
Resources Needed	Funding for a tutor/retention specialist.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Nursing and Dean of Health Professions

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Marketing (AAS.MKT)	Degree	60	52.1804	
Retailing/Merchandising (CERT.MKT) – Ended 21/SP	Cert		52.1804	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The program is designed to prepare AAS students for jobs, as well as to provide a strong transfer option for our graduates choosing to attend a four-year university. Specific program outcomes are the following: 1. Know how customer-driven marketing works. 2. Know the marketing environment, ethics, and social responsibility. 3. Know how global marketing works. 4. Know how to succeed by using relationship and database marketing. 5. Know how to do market planning and forecasting. 6. Know how to segment markets and target markets. 7. Understand advertising, promotion, and public relations. 8. Understand how to manage a pricing strategy. Additionally, all courses are mapped to IVCC's Institutional Learning Outcomes, which are Communication, Inquiry, Social Consciousness, and Responsibility.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Student progression through the objectives is monitored using classroom assessments including homework, quizzes, exams, projects and internships. The program includes a post-test. Average success rates since last program review in 2019 show that students are successful at an 80% pass rate.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	• The Certificate in Retail Merchandising was discontinued in Spring 2021. • At the previous program review, we identified lack of demand for the program; since then, we have increased program marketing and recruiting by hosting information tables at college information nights (Explore IVCC), and we have provided flyers and program information to high schools. • We have continued to incorporate suggestions from the community advisory committee. • Since the Covid Pandemic, we have moved more classes to an online modality. • We have reviewed and updated official course outlines to incorporate the new Institutional Learning Outcomes; courses were previously mapped to General Education outcomes. • BUS-2260 Integrated Business Operations course was removed from the program due to low enrollment. This course and the removal of a Gen Ed elective reduced the program from 66 credits to 60.
Review Team 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.	Amber Fox –Dean of Natural Sciences and Business Collaborated with interim Dean, Program Coordinator, advisory committee, and other stakeholders to evaluate the program's progress since last review. Bob Reese – Business Administration & Marketing Program Coordinator and Instructor Reviewed program outcomes, completed course assessments, interacted with community advisory committee. Lirim Neziroski – interim Dean of Natural Science and Business Reviewed enrollment data. Vicki Trier – Vice President of Academic Affairs (VPAA) Provided leadership for program review Dawn Watson – Data Analyst Provided data for the program review.
Stakeholder Engagement 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.	Institutional Effectiveness Office provided student enrollment, success rates, demographic data, and local and regional job data. Program Advisory Committee – Annual meeting with local industry executives and college stakeholders. Provided career outlook and skills requirements.

	Students provide feedback about the program through an exit survey. High School Counselors – The program coordinator visits high schools for recruiting, and he meets with counselors, students, and administrators.

CTE Program Review Analysis

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

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.	N/A
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A – The AAS program is now 60 credits.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	EMSI (Economic Modeling Solutions Incorporated) reveals that the occupational demand remains constant. A projected slight increase in Marketing jobs is forecast over the next five (5) years. This market information was compiled from eight counties which are fully or partially within the IVCC district.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained constant for the past five years and the outlook is not expected to change for the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	EMSI labor market information was utilized. The data is reviewed annually.
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?)	Students are recruited through high school career fairs by both a college recruiter and by the program coordinator. Recruiter and program coordinator visit high schools, send flyers and information, and host information tables at college visit days such as Explore IVCC and College Night. The college markets the program through social media and radio. We are continuing to see that students have few options for Business courses at the high school level. In response, we have started to offer Dual Credit Business courses.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Since the last program review, the curriculum committee has reviewed and approved all marketing course outlines to ensure proper course content and corresponding learning objectives. The academic leadership, including the VPAA and the Dean, review internal program reviews for all CTE programs annually. Internal review encompasses economic

	feasibility, community impact, and student enrollment/retention and success. Needs and changes are based in part upon the results of these reviews. Input from the annual advisory committee meetings along with student feedback is also considered.
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 Certificate in Retail Marketing was eliminated because of low enrollment in the Retail Marketing course over several semesters. Additionally, Retail Marketing has declined as a professional field because of social marketing platforms and direct-to-consumer online shipping. BUS-2260 MIMIC and a Gen Ed elective were also removed from the program because of low enrollment; this reduced the credit hour of the program to 60 credits.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• Major expenses for the program are instructor salaries and recruitment expenses. $16,785. • Expenses for this program are low, in comparison to many programs that have specialized equipment, facilities, and software. • This program is financially supported by the general college fund for salaries and funds appropriated to individual academic departments. Some Perkins funding has been available for curriculum projects. Students have access to Financial Aid and scholarships offered through the IVCC Foundation. • Revenue Analysis: revenue has increased 64.6% from FY 2020 to FY 2024. • Course/section fill rates remain low, however; they are increasing since 2019. Marketing courses specific to the marketing program have a fill rate around 8% on average from 2020 to 2024. In 2020, that average was 4% and has increased to 17% in 2024. While courses required in multiple programs have an average 37% fill rate from 2020 to 2024 and has remained steady. • Enrollment Trends: Enrollment in the Associate's in Marketing has increased from 8 students to 15, but completion remains low (less than five students per year). Nevertheless, Marketing students have successful outcomes, with 81% average pass rate in in-person courses and 77% average pass rate in online courses. The Certificate program was eliminated during this review cycle due to low enrollment. This data is showing that Business students who take other Business classes have an opportunity to also add a Marketing concentration. This data may be skewed by IVCC reporting methods, as we

	mostly count the student's primary major, which would be Business general or Business Administration. - Credit Hours: FY 2022: 180; FY 2023: 123; FY 2024: 171 - Almost all courses in this program overlap with Business Administration and Accounting courses. Marketing students need to take only two additional courses to declare a concentration in Marketing. The course is conveniently taught during the "prime time" morning hours or online. Courses are scheduled as to not conflict with Accounting or other Business courses required for the degree.
2.2 What are the findings of the cost-effectiveness analysis?	Net Income has increased 41.5% (-$3,033 to $11,939) from FY2023 to FY2024. Overall costs for the program are low, but the small number of Marketing majors also means that costs are distributed among few students. Increased enrollments and utilization of part-time instructors has led to the increase in net income.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The only student costs are tuition and textbooks. IVCC reviews its tuition annually, and it is currently among the lowest in the state. Instructors also consider the cost of textbooks when selecting a textbook. The IVCC Bookstore offers a textbook rental program, and online inclusive access textbooks have a flat fee. Internal program reviews are conducted annually. The only non-salary/fringe costs are printing. The total for these costs for FY2025 was $32. Program costs are very reasonable in comparison to like programs. Numerous sources are available to assist students, including Financial Aid, PELL Grants, and MAP grants. The IVCC Foundation has a number of annual scholarships offered, including transfer scholarships. Financial Aid works with all students to determine eligibility to obtain funding. Other potential funding programs include Project Success, BEST, and the IVCC Emergency fund.
2.5 How will the college increase the cost- effectiveness of this program?	We will continue to encourage Business students to also declare a Marketing concentration. An increase in enrollment will decrease the cost per student.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	After the Covid pandemic, we are continuing to offer courses online and during the summer. The internship course is also

	offered in the summer. We continue to provide exciting internship opportunities for students. We identified a need to increase the number of students majoring in Marketing. We are finding that students are enrolling in many Business courses that are part of this program, but they are not taking the additional two courses to complete the Marketing major. We can continue to highlight the benefits of declaring a Marketing major as well.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses are offered are in a variety of modalities: in-person, asynchronous online, and team teaching. Courses are offered in traditional 16-week format in Fall and Spring and in accelerated 8-week online format in the Summer. Students in in-person courses have slightly higher pass rate with an average of 81% in in-person courses and 77% in online courses.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	All official course outlines were reviewed and updated as part of the transition to Institutional Learning Outcomes. Courses with IAI designation are reviewed by the IAI Panel, and we aim to maintain compliance. Instructors are evaluated through the post-tenure faculty process, and students submit course feedback at the end of each semester. Instructors participate in in-service and professional development days which often focus on culturally responsive teaching, DEI, and AI. Instructors attend conferences, and they maintain membership in professional organization such as SHRM and NBEA. Instructors also stay up to date in their field by following business news through CNBC, the Wall Street Journal, and other professional publications.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes. The program has an effective curriculum, with recent updates to all course outlines. We have an experienced full-time instructor/program coordinator, knowledgeable part-time instructors, a strong advisory committee, and an excellent internship program. Tuition is affordable for students, and many courses transfer to four-year institutions. Enrollment continues to be a challenge, and we have taken steps to address this by offering more online, summer, and Dual Credit course options and additional program recruitment efforts.

3.4 Does this program meet the definition of a career pathway program? 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.	Yes. In addition to the AAS degree in Marketing, the program offers a certificate in Business Management. This certificate is designed specifically for students for work in a retail environment. Further course work can be taken to complete the AAS degree in Business as well. Students obtaining the AAS degree are ready to pursue a variety of careers including, but not limited to; sales, retail marketing/management, entrepreneur, e-Marketing, logistics, advertising, and public relations.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The program has a learning community course entitled “Let’s Talk Business” which merges Business and Accounting students together in a unique learning environment. This course is designed to show the integration of the content across the two target courses: Fundamentals of Accounting and Introduction to Business. An understanding of this connection between the courses will help to ease the student's transition into college-level business degree programs. Guest speakers and field trips, both on-campus and off-campus, expand the scope of the business and accounting courses to which it is linked. In this class, we also integrate a BizCafé simulation game, where students run a virtual coffee shop, which simulates running a real business through decision-making about marketing, staffing, inventory. We collaborate with the Area Career Center to offer Dual Credit courses. This is a great opportunity for non-traditional students who typically don’t have an opportunity for Dual Credit.
3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	Yes, Owning and Operating a Small Business (MGT-1230) is offered for dual credit at LaSalle-Peru High School Area Career Center and Streator High School.
3.7 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?	Work based learning opportunities are continually discussed in all classes. The required internship provides a strong work-based learning opportunity. These internships are offered in a variety of areas including human resources, accounting, payroll services, and retail businesses. Students avail themselves to working professionals and apply classroom knowledge to the real world of work. Continuous exploration of new opportunities is always a goal of the program.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to	N/A

voluntarily seek accreditation (e.g. automotive technology, NATEF).	
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college is a member of the Illinois Articulation Initiative ensuring that all IVCC marketing transfer classes will transfer seamlessly to all participating Illinois colleges and universities. We have a 3+1 agreement with Franklin University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	New partnerships in the internship program have been formed. These include the City of Peru, Illinois Valley Community College, Ficek Electric, Flippo Group, Bill Walsh Chevrolet, and Green River Lines Bus Company. New opportunities exist in the rapidly growing cannabis industry.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The college has several programs designed to ensure equitable access and outcomes for the marketing program. These include free tutoring services, a federally funded TRIO grant program for first generation college students, and Transformative Growth counseling services for students with mental health and related issues. The college also offers accommodations for neurodiverse students who may require longer testing times or other such services.
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. In FY2022, the college also began providing $3,000 to full-time faculty to attend a national conference once every three years. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part-time faculty. Two times each fiscal year, the college offers a day for professional development, entitled Development Day. Additional professional development may be requested and fulfilled based on the availability of funds.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The college has a very active Diversity, Equity, and Inclusion committee. The committee has distributed information and held presentations and workshops. The Center for Excellence in Teaching, Learning, and Assessment has also offered professional development sessions about inclusive teaching strategies and online accessibility. In 2024-2025, the college's One Book One College reading program focused on disability, and the college invited two keynote presenters to speak about disability. On-going efforts continue with this initiative.
3.17 What is the status of the current technology and equipment used for this program?	It is excellent. All classrooms are equipped with the most current Smart Room technology. All faculty are provided laptops by the college, and they have docking stations in their offices.
3.18 What assessment methods are used to ensure student success?	Traditional assessments include exams, quizzes, and written papers. Other forms of formal assessment include assessment grids used with internship providers. Emphasis is also placed on informal methods of assessment. The college also has an Assessment Committee. Faculty provide semester by semester documentation that institutional learning objectives are being met.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	College administrators have access to a Grade Distribution Report for each course, and they utilize this data to evaluate trends in student success. Individual academic disciplines are encouraged to review the assessment data in collaboration with the Assessment Committee. Internal program reviews are reviewed and discussed by with the Dean and the Program Coordinator. Any findings are shared with the Advisory Committee.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	More application-based case studies have been implemented into the curriculum to improve student leaning. These cases have been developed for content areas in investments, marketing plans, and human resource management plans.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	A review of information provided from the advisory committee and internship employers reveal that students are well prepared for employment. A need exists for the college to once again conduct post graduate surveys in this area.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee meets annually. A formal agenda is followed, and members give advice and feedback on the following items: • Curriculum • Internships • Program Graduates

	• Employment Opportunities • Teaching and Learning • Program Goals • Other A goal will be to increase advisory committee membership to increase and improve feedback.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers play a key role in the offering of internships. Some employers teach within the program and have been involved in curriculum design and assessment. Employers on the Advisory Committee always give input in curriculum design.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Feedback indicates that employers are very satisfied. This feedback is collected during advisory committee meetings. In addition, employers provide feedback to the Program Coordinator. Employers report that the job preparedness and knowledge level of the graduates is very good. As mentioned previously, a need exists for the college to return to administering formal graduate surveys to employers.
3.25 What are the program's strengths?	The program has multiple strengths. • Experienced full-time instructor/program coordinator. • Solid and current curriculum with AAS and certificate offerings. • Outstanding internship program • Adjunct faculty offering very good instruction while being solidly committed to the program. • Excellent advisory committee. • Excellent classroom facilities with Smart Classroom equipment • Excellent support services such as the free tutoring program
3.26 What are the identified or potential weaknesses of the program?	While not seen as a big weakness at this time, increasing enrollment remains a priority. This will lead to increased program revenue. Marketing efforts of the program need to improve. Advisory committee membership should be increased.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Efforts are underway to work with the new Director of Marketing and Communications at the college. The Program Coordinator is going to work with the Marketing and Communications department and the new Natural Sciences and Business Services division administrative assistant to update existing and create new marketing materials. A plan will be developed and implemented to increase advisory committee membership.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

- Enrollment continues to be low.
- The regional environment does not have strong a marketing hub; it mostly focuses on selling advertising spots.

Performance and Equity

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	Marketing				
CIP Code	52.1804				
	2020	2021	2022	2023	2024
Number of Students Enrolled					
AAS.MKT	8	8	6	14	15
CERT.MKT	5	2	1	1	
Number of Completers					
AAS.MKT	4	0	0	2	3
CERT.MKT (ended 21/SP)	3	0		1	
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Program review data about enrollments is disaggregated by Age, Ethnicity, Gender, Enrollment Status, Highest Degree, Educational Goal, and Academic Disadvantage. Completion data is also disaggregated by course modality, and a Grade Distribution Report identifies final grades by course and grade.
How does the data support the program goals? Elaborate.	Completion data shows that students are successful in the program; they are passing courses and meeting program level and college level learning goals. Students are also completing internships and finding careers in their field.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	We did not identify major gaps, though we see some trends over time. Students represent a range of age groups from 18 to 35, and a couple students above the age of 40. Black and Hispanic students continue to be underrepresented in the program, but we have seen progress with an increase of non-white students from 10% in FY2020 to 33% in FY2023 and FY2024. In FY2023, the number of full-time students also increased considerably in comparison to part-time students.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college recently developed an Equity Plan, and it added a DEI goal to the Academic Strategic Plan. The college is also participating in the HLC's Student Success Academy, which is helping the college identify at-risk student demographic groups and retention strategies. The college also recently established a Student Success office to promote retention and access to community resources. We also established an on-campus Food Pantry.
Are the students served in this program representative of the total student population? Please explain.	Marketing students tend to be older than the general IVCC student population. Recently more Marketing students have had full-time status, while many IVCC students have part-time students. In terms of race, Marketing students are representative of other IVCC students.
Are the students served in this program representative of the district population? Please explain.	In terms of age, Marketing students are much younger than the three-county district. Students also tend to be a little more diverse than the district population.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	While enrollments are low, trends show that enrollment is slowly increasing. The market continues to show a need for marketing students.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Program Coordinator will continue to focus on recruiting and expressing the importance of completing the Marketing degree alongside other Business programs. The advisory committee will continue to be consulted regarding need for marketing students and employment trends. Will monitor enrollments and evaluate course offerings based on those enrollments. Ongoing.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	As previously mentioned, the college has implemented an Equity Plan and a DEI goal to the Academic Strategic Plan.
Resources Needed	Additional student recruitment funding.

Responsibility Who is responsible for completing or implementing the modifications?	The division academic dean, the Marketing program coordinator, and Marketing instructors are primarily responsible for implementing modifications. They will be supported by the VPAA, the Institutional Effectiveness office, the Curriculum Committee, and the Assessment Committee.

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Nursing (AAS.NUR)	Degree	71	51.3801	CERT.LPN

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**End-of-Program Student Learning Outcomes (EPSLOs) for the IVCC Associate Degree Nursing (ADN) Program** At the completion of the program the graduate will be able to: 1. Incorporate principles of nursing judgment and the nursing process to develop a professional practice that integrates nursing science in the provision of safe, quality care to diverse population of clients throughout the lifespan. 2. Collaborate as an advocate, provider, and manager of care utilizing nursing judgment, therapeutic nursing, and communication skills to meet the holistic needs of the client and/or aggregates. 3. Integrate principles of therapeutic nursing practice in a professional, safe, and caring manner with a respect for the beliefs and cultural diversity of the client and/or aggregates. 4. Integrate clinical judgment substantiated with evidence-based practice when planning, implementing, and evaluating nursing practice. 5. Develop one's professional identity in a manner that reflects responsibility, legal and ethical practices, and commitment to professional growth and self-development. **Associate Degree Nursing Program Outcomes Measurement** 1. Sixty percent of students entering the RN Track of IVCC's Nursing Program will successfully complete the curriculum in 4 consecutive semesters. 2. Sixty percent of students entering the Advanced Placement will successfully complete the curriculum in 2 consecutive semesters.

	3. Ninety percent of graduates who take the NCLEX-RN within the same 12-month time frame will pass the examination on the first attempt. 4. Ninety percent of the surveyed graduates who seek employment will be employed in nursing within six months of graduation. 5. Fifty percent of students who take the final HESI-RN Exit Exam will attain a score of 850 or above.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Achievement of the ADN program's objectives is demonstrated through consistent performance across several key indicators: **1. NCLEX-RN Licensure Pass Rates** **Measurement Goal:** *90% of graduates who take the NCLEX-RN within the same 12-month period will pass on the first attempt.* **Recent Results (example data):** 2020: 80% first time pass rate 2021: 83% first time pass rate 2022: 84% first time pass rate 2023: 92% first time pass rate 2024: 93% first time pass rate This consistently high pass rate indicates that the program effectively prepares students with the knowledge, clinical judgment, and critical thinking skills (EPSLOs 1, 3, and 4) required for safe and competent nursing practice. **2. Program Completion Rates** **Measurement Goals:** *60% of RN-track students will complete the curriculum in 4 consecutive semesters.* *60% of Advanced Placement (LPN-to-RN) students will complete in 2 consecutive semesters.* **Results:** RN Track: 2021: 56% completion 2022: 51% completion 2023: 55% completion 2024: 55% completion 2025: 50% completion **Advanced Placement:** 2021: 27% completion 2022: 72% completion 2023: 63% completion 2024: 57% completion 2025: 83% completion These rates suggest effective curriculum design, student support strategies, and faculty engagement that support

students in reaching EPSLOs 5 (professional identity and growth) and 2 (collaboration and care management).

3. Graduate Employment Rates
Measurement Goal:
90% of graduates who seek employment will be employed in nursing within 6 months of graduation.
Results:
2020: 40% employment rate
2021: 43% employment rate
2022: 91% employment rate
2023: 100% employment rate
2024: 100% employment rate
High employment rates confirm that the program's graduates are workforce-ready, aligning with regional healthcare needs and reflecting successful attainment of all EPSLOs, especially those related to care provision, professionalism, and advocacy.

4. HESI Exit Exam Performance
Measurement Goal:
50% of students will score 850 or higher on the final HESI-RN Exit Exam.
Results:
2021: 53% scored 850+
2022: 56% scored 850+
2023: 42% scored 850+
2024: 56% scored 850+
2025: 55% scored 850+
Performance on this nationally normed predictive exam affirms that students are retaining and applying key nursing concepts (EPSLOs 1, 3, and 4). The upward trend reflects enhanced instructional strategies, tutoring support, and NCLEX-style test preparation.

5. Assessment of EPSLOs
Each course in the program is mapped to the EPSLOs. Student achievement is measured through:

- Clinical performance evaluations using standardized rubrics
- Simulation scenarios and debriefing reflection
- Capstone projects
- Course exams and assignments linked to SLOs
- Program portfolio review

Faculty conduct annual EPSLO reviews, using aggregated data to identify trends and drive program improvement.

	Recent data trends: The IVCC ADN program uses a multi-faceted, data-driven approach to measure achievement of its objectives. The high NCLEX pass rates, strong completion and employment outcomes, and consistent attainment of EPSLO benchmarks all point to a program that is effectively meeting its mission. These measures confirm that IVCC nursing graduates are well-prepared for entry-level RN practice and are making positive contributions to healthcare in the region and beyond.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Actions required as of 2020 were minor; more of a continuation of what was already being completed. The RN program continues to be accredited by ACEN. Pass rates continue to exceed state/national levels for both programs. Drastic recruiting measures have been implemented to attract a diverse population of students. This has been implemented through: • social media ads • ads in newspapers • articles in newspapers • physical presence at area high schools • recruitment or college events • college nights and career expos • flyers posted at health care agencies
Review Team 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.	Sue Smith MSN, RN Director of Nursing Division
Stakeholder Engagement 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.	**CNA/Nursing Advisory Board** • Comprised of local healthcare employers, faculty, and community partners. • Met to provide critical feedback on current workforce needs, industry expectations, and graduate performance. • Recommendations from this board directly influence curriculum updates, equipment purchases, and clinical site practices. **College Administration** • Engaged in strategic decision-making and resource allocation. • Supported the review process by providing oversight on compliance, funding, and alignment with institutional goals.

	• Collaborated with Health Professions leadership to address staffing, scheduling, and program development. **Students and Recent Graduates** • Student feedback was gathered through informal discussions, course evaluations, and direct communication with faculty and administration. • Their insights helped shape changes in instructional methods, skill lab support, and clinical readiness. • Graduates of our Nursing Program. **Clinical Site Partners & Employers** Key employer and clinical stakeholders engaged in this process included: • Local Long term care facilities • Local home health/hospice agencies • Local hospitals and outpatient facilities These partners: • Provided direct feedback on student clinical performance, professionalism, and preparedness. • Participated in Advisory Board discussions and assisted in evaluating how well the program is meeting current workforce needs. • Supported student learning through mentorship, supervision, and evaluation during clinical rotations. Together, these stakeholders helped ensure that the Nursing Program remains aligned with employer expectations, student needs, and the evolving healthcare landscape.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	All general education classes necessary for the Nursing Program are considered co-requisites. These classes can be taken concurrently with the Nursing Program, or before beginning the Nursing Program.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Director of the Nursing Program and the Nursing faculty are aware that currently the Nursing Program contains 71 credit hours. The Nursing Program is debating a reduction in hours, however, this impacts students moving toward their BSN.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to IVCC's 2024 Program Demand Gap Analysis, there is strong and sustained demand for registered nurses (RNs) both regionally and nationally. The analysis reported an average of 64 annual job openings for RNs within our local labor market region. In comparison, regional Nursing Programs produced approximately 146 ADN graduates annually, including an average of 49 graduates from IVCC. This resulted in a calculated surplus of 81 graduates across the broader region. However, this apparent surplus does not fully reflect actual local employment dynamics. Not all IVCC nursing graduates remain in the immediate area—many seek employment in nearby metropolitan centers, pursue travel nursing opportunities, or continue their education, meaning that local healthcare providers still face challenges in recruiting and retaining RNs. Feedback from our clinical partners and advisory board members consistently indicates a very high demand for qualified nursing staff, particularly in rural hospitals, long-term care facilities, and outpatient settings across our district. Nationally, the need for registered nurses continues to grow: • The Health Resources and Services Administration (HRSA) projects a 9% shortfall in RNs by 2036, with non-metropolitan areas experiencing a higher shortage of 14%. • According to the U.S. Bureau of Labor Statistics (BLS), employment of registered nurses is expected to grow by 6% from 2023 to 2033, which is faster than the average for all occupations. • The BLS also projects approximately 194,500 annual RN openings nationwide, driven largely by retirements and career changes While regional data suggest a slight graduate surplus, local stakeholder input and national forecasts confirm an ongoing, critical need for RNs, especially in rural communities like ours. The IVCC Associate Degree Nursing Program remains essential in addressing this need by preparing competent, licensed RNs who are equipped to fill these roles locally and beyond.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The need for RNs has and will continue to grow. Demand will continue to rise as the "Baby Boomer" generation enters retirement and requires more healthcare services, creating a rise in job openings and an increasing need for healthcare workers. Healthcare worker burnout continues to be increased since COVID. Every day burnout was noted in 26% of RNs in 2021.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	National Center for Healthcare Workforce Analysis Illinois Department of Employment Security IVCC's2024 Program Demand Gap Analysis US 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?)	Nursing Faculty and the Director of Nursing, along with members of the Admissions staff and the Dean of Health Professions, visit area high schools to speak with students about the Health Professions. A college Fair is held on campus in the fall of the year. High school students generally come with their parents to learn about colleges who are represented, including IVCC. IVCC also advertises in the local newspapers, social media, and radio stations. Open houses are held in both spring and fall semesters. This allows a time and place for curious potential students to have their questions answered. Potential students are given a tour of the campus, so they can see our labs and classrooms. Every spring, the college holds a Career Expo. Grade school students from multiple schools within the IVCC district come to campus for the day. The students choose their area of interest and are then taken to that area where booths, tables and activities are set up with active learning activities or games that teach about the area of interest. Healthcare is the largest of all the areas of interest at the college. Recruitment is also done through our healthcare affiliates to recruit CNAs and LPNs to get their RN.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	At IVCC, all program and course changes are guided by a structured curriculum review process overseen by the Curriculum Committee and academic leadership to ensure alignment with institutional goals, accreditation standards, and regulatory requirements. **Evaluation of Needs and Proposed Changes:** • Program faculty, directors, and deans regularly assess curriculum based on: ○ State regulatory requirements (e.g., IDFPR for Nursing Programs) ○ Accrediting bodies (ACEN for nursing) ○ Student performance and feedback ○ Clinical partner and employer input ○ Advisory board recommendations ○ Course and program outcome data **Curriculum Committee Process:** • The Curriculum Committee reviews the course's: ○ Description and objectives ○ Prerequisites and co-requisites ○ Lecture/lab/clinical contact hours

	○ Alignment with state mandates ○ Assessment of student learning outcomes and program outcome • Any proposed changes (e.g., reduction in credit hours or contact hours) are formally submitted and must be approved through this review process. **Review Frequency:** • Courses must be reviewed at minimum every 2 years to ensure continued relevance and compliance. • An in-depth review and update are required every 4 years, or sooner if there are regulatory or accreditation-driven changes. This thorough and collaborative process ensures the nursing curriculum remains responsive to changing healthcare demands while upholding educational quality and compliance with state and institutional standards.
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.	Within the past 5 years, the nursing curriculum has been updated to reflect the recent update in the NCSBN test plan. It was identified in the last program evaluation that this was needed. **Foundations of Medication Administration** • This course was added due to the importance of the subject. It replaced Pharmacology. The faculty were able to add pharmacology into their individual courses when referring to each disease process or concept. This allows for timely learning of the medications with application to the disease process. **NCLEX Review/Capstone** • This course was added to the curriculum to assist students with their individual learning gaps in the nursing content to prepare them to take the NCLEX. **Updates in Nursing Resources** • The program added Elsevier 360. This is an all-encompassing resource including ebooks, simulations, case studies, nationally measured exams, clinical skills, and so much more. The students have many required and additional/optional resources through this program. **Updates to student schedule of classes** • Students were surveyed and asked for a more compact schedule that is more student friendly. Students are now expected to be present in their courses 3 days a week instead of 4 to 5. **Lowered admissions capacity**

	• In 2023, it was noted that there was a high attrition rate in the Nursing Program. IVCC was experiencing a faculty shortage in the Nursing Program. That year, all students that applied were accepted into the program and faculty all had a large overload in course hours. In 2024, the admissions capacity was lowered from 80 to 64 (approximately 48 RN and 16 LPN). This added more qualified students to be chosen into the Nursing Program. In turn the faculty had less credit hours to teach due to less sections of students.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	IVCC regularly evaluates the cost-effectiveness of its Career and Technical Education (CTE) programs, including the Nursing Program, through a combination of enrollment data, revenue sources, instructional costs, and scheduling metrics. The following factors are used to assess the program's overall financial sustainability and return on investment: **Program Funding Sources** The Nursing Program is funded through a combination of: • **PATH Grant** (Pipeline for the Advancement of the Healthcare Workforce) • **Perkins Grant** (federal CTE support) • **Student Tuition and Fees**, which include: o Lab fees o Digital learning tools o Technology and course materials These funding streams significantly reduce the financial burden on the institution and help support instructional needs, faculty salaries, and equipment purchases. **Student Enrollment and Credit Hour Generation** • The Nursing Program, as a whole, currently enrolls approximately 48 RN students annually, with each student completing 41 nursing credits, generating a max total of 1,968 credit hours in the 2-year program in nursing credits alone. • Enrollment has remained steady with several applicants on the waitlist, indicating strong demand and efficient resource utilization. **Student-to-Faculty Ratios** • Lecture: 32:1 • Lab: 8:1 • Clinical: 8:1

	Cost efficiency is maintained in lecture. Clinical/instructor ratios were intentionally reduced to prioritize student learning and patient safety. Clinical ratios are intentionally smaller to ensure safe, high-quality patient care instruction. **Cost Comparisons and Efficiency** • Nursing is among the highest cost of the health programs. • The program equipment was recently replaced with new, so the cost should remain low for the next 5 years until equipment replacement is needed. **Scheduling and Course Fill Rates** • Courses are strategically scheduled across semesters (Fall, Spring, Summer) to maximize faculty workload and facility use. • Course and section fill rates remain high, with most sections reaching capacity each term. **Revenue Analysis** • The Nursing Program generates tuition and fee revenue that offsets a substantial portion of instructional costs. • Grant funding supplements operational needs. The Nursing Program at IVCC is a cost-effective, high-demand CTE program that leverages grant funding, maintains high enrollment and credit hour production, and operates with efficient scheduling and resource allocation.
2.2 What are the findings of the cost-effectiveness analysis?	The program cost is high due to low student to faculty ratios. This is intentional to increase student learning and maintain patient safety.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The Nursing Program receives support through a few grants. In the event that support would not be available, the costs would be absorbed by the General Fund.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	**Assessment of Program Affordability:** IVCC regularly reviews the cost of attendance for its programs to ensure they remain accessible and competitive. The Nursing Program is considered affordable and cost-effective. **Financial Assistance and Support Services** IVCC offers several pathways to assist students in overcoming financial barriers and increasing program accessibility: • **ARPA Grant Support (2021–2024)** During this period, students received funding from the American Rescue Plan Act (ARPA) to offset tuition.

	• **PATH Grant Scholarships** The Pipeline for the Advancement of the Healthcare Workforce (PATH) grant provides scholarships ranging from $250 to $500 per student, based on financial need and funding availability. • **Employer Sponsorships** Students employed at long-term care facilities or OSF Healthcare may receive full or partial tuition reimbursement directly from their employers. • **IVCC Foundation Scholarships** IVCC's Foundation Office awards multiple healthcare-related scholarships. • **Student Services Referral** Students in need are also referred to IVCC's Student Support Services for help with transportation, childcare, and additional wraparound resources.
2.5 How will the college increase the cost- effectiveness of this program?	Through the annual internal program review, IVCC reviews costs for instructional supplies and salaries. The program is considering increasing the student to instructor ratio from 8:1 to 16:1
2.6 Did the review of program cost result in any actions or modifications? Please explain.	IVCC continuously monitors and evaluates program cost-effectiveness through its annual internal program review process, which includes detailed analysis of instructional supply costs, faculty salaries, course scheduling, and student-to-instructor ratios. To improve cost-efficiency without compromising program quality, the Nursing Program is considering several key strategies: • Increasing the student-to-instructor ratio in laboratory settings from 8:1 to 16:1, in accordance with Illinois Department of Financial and Professional Regulation (IDFPR) and clinical safety guidelines. This change would allow for more efficient use of faculty time and instructional space. • Curriculum streamlining is also being reviewed. Faculty and administrators are collaborating to: o Reallocate credit hours from laboratory to lecture where appropriate, in response to faculty feedback indicating that current lab hours may exceed need, while lecture time is insufficient to cover essential content.

	○ Eliminate redundant or underutilized lab sessions, focusing on high-impact, competency-based experiences. ○ Eliminate redundant topics throughout the program by updating the programs curriculum map to better address over and underrepresented topics. ○ Convert one second-year lab course to a competency-based education (CBE) model, allowing students to progress at their own pace while optimizing faculty workload and lab resources. • In terms of staffing, a part-time faculty position is currently posted to support instructional needs, while a full-time faculty line remains on hold pending evaluation of the program's long-term staffing model and enrollment trends. Together, these efforts aim to improve instructional efficiency, align resources with actual student learning needs, and ensure that the program remains both fiscally responsible and academically rigorous.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include: • Lecture ○ Most all courses are offered in person using a variety of teaching methods in the classroom. Few courses are offered online. • Lab ○ This includes hands on experiences based on information learned in lecture. This includes all modalities of simulation as well. • Clinical ○ Clinical is hands on with live patients, located in a variety of healthcare settings.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Faculty Qualifications and Ongoing Professional Development: • Faculty members are licensed healthcare professionals with industry experience. • Instructors participate in ongoing professional development, including training on diversity, equity, inclusion (DEI), and trauma-informed care through Vector and other educational avenues to ensure instruction is both relevant and culturally aware. Contextualized Learning through Clinical Experience: • Students gain hands-on experience in a variety of clinical sites that serve diverse populations, reinforcing contextualized, real-world learning.

	• Clinical rotations expose students to patients of varied backgrounds, abilities, and cultures, preparing them for a culturally diverse workforce. Feedback and Continuous Improvement: • Student, employer, and advisory board feedback is regularly collected to inform instructional strategies. • Adjustments to teaching methods and materials are made to reflect emerging needs of the healthcare community and the populations it serves.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, IVCC's Nursing Program is part of a Program of Study as defined by Perkins V and approved by the ICCB. A strength and challenge is that the college does not want to leave health care agencies or businesses in a situation where it is difficult to find qualified applicants, but, on the other hand, the college does not want to inundate the region with an excess of nurses.
3.4 Does this program meet the definition of a career pathway program? 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.	Yes, it does. This career pathway serves the needs of surrounding communities who need health care workers and begins with successful completion of the CNA course that is offered at the college. The student can elect to exit at this point and practice as a CNA, or the student can use their CNA certification for entry to IVCC's RN and LPN Nursing Programs. Incoming students declare upon application to the program whether they wish to follow the RN or the LPN track. Most all students choose RN. We select approximately the top 48 students for the RN program and the next 16 for the LPN program. There are pathways for students to progress seamlessly into the RN program or to exit from RN to LPN. All new incoming students are educated as a collective group, whether RN or LPN, until the end of the second semester of the first year. At this point, students who elected or were selected into the LPN track will attend college in the summer semester, complete their education, apply for NCLEX, and, following the successful completion of their NCLEX exam, can begin to practice as an LPN. RN students will take the summer off but do have the opportunity to switch tracks to LPN if circumstances have occurred that create a need for them to exit. LPN students can apply for accelerated advanced placement to the RN class in the fall following their completion of their LPN, if they meet the set criteria. Otherwise, LPN students tend to practice for a year or more and then return to IVCC to complete the second

	year of the Nursing Program as advanced placement students and then acquire their license to practice as RNs. In 2025 there was a trial for RN students to take the LPN summer program and continue with their RN courses in the fall, based on an application and seat availability. Please note the several entrance and exit points. In addition, the Nursing faculty are always encouraging our graduates to be lifelong learners and to continue on with their education to obtain a BSN, and higher degrees.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The Nursing Program has implemented several innovative strategies that have enhanced student learning, improved program outcomes, and supported workforce readiness. These innovations may serve as a model for other institutions seeking to strengthen their healthcare programs: Stackable Credential Pathway Integration • The CNA program is strategically embedded within IVCC's nursing pathway, creating a clear, stackable progression from CNA → LPN → RN. • Students understand their advancement opportunities early, which improves retention and long-term goal setting. This model has helped the college retain and advance students within the healthcare pipeline. Elsevier 360 • This is an all-encompassing program that includes e-books, case studies, simulations, clinical skills, and so much more. • The program is designed to assist faculty with enhancing the learners' education with technology and innovation. • It offers standardized exams for every discipline of nursing. Diverse Admissions Process • Admission criteria includes: o Grades earned in core general education courses o Completion of non-core general education courses o Score on the admissions exam o Previous work experience o Previous degrees or certificates earned
3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	There are no Nursing Program courses that are dual credit. However, several of the general education classes which are required as part of the Nursing Program are dual credit. Those classes include: CNA, Introduction to Nutrition, Introduction to Psychology, Introduction to Sociology, and English Composition I and II, and Human Growth and Development.

3.7 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?	Students are given the opportunity to attend clinical sites at area hospitals of various sizes. IVCC also has agreements with several long-term care facilities within the IVCC district. Students have the opportunity for observational experiences at other health sites, such as physician's offices, and County Health departments. They can also travel to a Level 3 Medical Center for observation in specialty units. The clinical experiences embed the students into the real-life activity of a busy department. Students observe, but also take an active role in, patient care, experiencing frequent interruptions and learning how to not let those interruptions interfere with the safety and clear thought processes necessary in the delivery of patient care. Opportunities can be improved with a wider variety of work-based learning experiences for the students. The IVCC Nursing Faculty is always looking for new clinical experiences for the students. New sites are vetted for appropriateness, safety, and value of education to the nursing student and a contract is established between the college and the site. Lectures are also altered to include more of what happens on a clinical site, so that more students benefit from the information gained.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	IVCC meets the requirements set forth by the Nurse Practice Act established by the State of Illinois. This is mandatory. Industry accreditation is beneficial to both students and the college. Originally IVCC voluntarily sought accreditation from The Accreditation Commission for Education in Nursing (ACEN). Nursing students who desire to further their education can be denied entrance to organizations of higher education if accreditation of the IVCC Nursing Program is not in place. As of 12/31/2022 this is a requirement of all RN programs in Illinois. In regards to the college, attaining accreditation sends the message that the Nursing Program has met stringent standards and delivers quality instruction in nursing.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Registered Nursing Programs are aligned with industry-recognized credentials that validate both program quality and graduate readiness for professional practice by: NCLEX-RN • Required for licensure as a registered nurse in the U.S. • Industry-standard credential to demonstrate readiness for entry-level nursing practice.

	Registered Nurse (RN) License • Issued by the state board of nursing after passing the NCLEX-RN. • Legally required to practice as an RN. Associate Degree in Nursing (ADN) or Bachelor of Science in Nursing (BSN) • Educational credentials conferred by the Nursing Program. • While not licenses, these are often included in job qualifications
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NCLEX Pass rates Year/number of students/pass rate 2020/62/80.65% 2021/48/83.33% 2022/43/83.72 2023/53/92.45% 2024/42/92.86
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	IVCC's Nursing Program has one articulation agreement with Grand Canyon University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, since the last program review, the IVCC Associate Degree Nursing (ADN) Program has formed and strengthened several key partnerships that have directly enhanced the quality, clinical relevance, and workforce alignment of the program. **New and Strengthened Partnerships:** 1. OSF HealthCare System a. This partnership has grown substantially, with OSF now providing expanded clinical placement opportunities, job shadowing, and exploration of tuition reimbursement/employer sponsorship pipelines. b. OSF has played a critical role in aligning the ADN curriculum with current healthcare delivery models and evidence-based practice standards. c. The presence of OSF across multiple healthcare settings in the region has increased student access to diverse patient populations, care models, and interdisciplinary teams. 2. Long-Term Care Facilities (including LaSalle Veterans' Home and other area providers) a. In response to curriculum analysis and faculty feedback identifying a gap in foundational patient assessment skills, Level I clinicals were intentionally moved into long-term care facilities.

	b. This shift has increased students' opportunities for one-on-one patient assessment, communication, and care planning early in the program, building a stronger base for success in Level II and beyond. c. Facilities like the LaSalle Veterans' Home provide experience in veteran-centered care, chronic disease management, and culturally competent practice, enhancing students' readiness for a variety of healthcare settings. **Opportunities for Future Partnerships:** 1. Community-Based Health Organizations Potential exists to partner with home health, hospice, and community public health agencies, giving students additional exposure to population health, transitional care, and health promotion. 2. Behavioral and Mental Health Facilities Partnerships with regional behavioral health centers could provide crucial clinical experiences in psychiatric nursing, an area of growing demand. 3. University Pathway Agreements Strengthening or expanding RN-to-BSN articulation agreements with four-year institutions could provide seamless academic progression for IVCC ADN graduates. The Nursing Program's proactive approach to forming strategic partnerships has increased access to high-quality clinical sites, aligned training with regional workforce needs, and improved overall student competency. These collaborations continue to be essential in preparing graduates to meet the complex and evolving demands of the healthcare industry.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Several internal and external partnerships have been formed to promote equitable access and outcomes for the Nursing Program: **Internal Partnerships:** IVCC Counseling and Student Services o Collaborate to identify and support students needing academic or personal assistance. o Provide referrals for tutoring, transportation, childcare, and mental health services to help reduce barriers to completion. IVCC Foundation Office o Offers scholarships specifically for nursing students, including need-based and merit-based awards.

	○ Helps reduce the financial burden for underserved and low-income students. **External Partnerships:** PATH Grant ○ Provides financial support for tuition, fees, transportation, and supplies to eligible students. ○ Targets underrepresented populations including low-income, first-generation, rural, and working adult students. Local healthcare agencies ○ Offer employment sponsorships, tuition reimbursement, and support for on-the-job training.
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. In FY2022, the college also began providing $3,000 to full-time faculty to attend a national conference once every three years. The college offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty. Additional professional development may be requested and fulfilled based on the availability of funds.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Vector Solutions Training • All IVCC faculty and staff are required to complete annual online training modules through Vector on topics such as: ○ Diversity Awareness ○ Cultural Competency ○ Microaggressions in the Classroom ○ Creating Inclusive Learning Environments ○ Preventing Discrimination and Harassment • These trainings help ensure instructors understand how to support students of all backgrounds and identities in the classroom, lab, and clinical settings. Institutional DEI Workshops & In-Service Events • Faculty are encouraged to attend campus-wide DEI sessions, including: ○ Culturally Responsive Teaching Strategies ○ Equity in Healthcare Education ○ Serving First-Generation and Underserved Populations
3.17 What is the status of the current technology and equipment used for this program?	Lab/Simulation • IVCC has a state-of-the-art simulation room with a control room attached. • There are 5 designated nursing lab rooms. Each room contains manikins/simulators, hospital beds, equipment, skills supplies, etc. • There is one large skills lab. ○ Contains a computer lab and conference area

	○ Skills stations ○ Many hospital beds with manikins/simulators • 2 med pass simulators/carts Elsevier 360 • Contains e-books, case studies, simulations, clinical decision-making tools, adaptive quizzing, NCLEX questions, standardized exams, etc. Learning Management System • Houses all materials for learning in the classroom
3.18 What assessment methods are used to ensure student success?	The IVCC Associate Degree Nursing (ADN) Program utilizes a comprehensive, multi-modal assessment strategy to monitor student progress, promote critical thinking, and ensure readiness for clinical practice and licensure. Classroom and Theoretical Assessments: • Formative questioning during lectures is used regularly to gauge comprehension and encourage application of nursing concepts in real-time. • Quizzes and unit exams assess students' mastery of content and identify areas for reinforcement. • Standardized testing, including HESI exams, are used at key points throughout the program to benchmark student progress against national standards and predict NCLEX-RN success. Clinical Evaluation and Competency-Based Assessment: • Faculty conduct ongoing evaluations of student performance in the clinical setting using structured tools that assess communication, professionalism, technical skill, and application of the nursing process. • Weekly formative feedback is provided to guide growth and improvement, with a comprehensive final evaluation at the end of each clinical rotation. Skills and Simulation-Based Assessment: • Students complete skills checklists and participate in high- and low-fidelity simulations, allowing faculty to assess technical competence, critical thinking, and teamwork in a safe, controlled environment. • Simulation debriefings are used as reflective learning tools to reinforce clinical judgment and decision-making. Additional Assessment Methods: • Homework assignments, presentations, case studies, and collaborative projects provide varied opportunities for

	students to demonstrate knowledge and engage in active learning. - Competency-based evaluation is embedded in both didactic and clinical components to ensure alignment with End-of-Program Student Learning Outcomes (EPSLOs). This multi-faceted approach allows faculty to identify student strengths and areas needing improvement early and often, ensuring timely intervention and promoting overall student success and program completion.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results in the Nursing Program are systematically analyzed and used to drive program enhancements. The results are shared with internal stakeholders to ensure transparency, accountability, and alignment with institutional goals for student success. - Results are shared at faculty meetings with the department. - Formal presentations and documentation of course and program-level assessment are submitted to the Curriculum Committee during the program review cycle or when changes are proposed. - Employer and partner feedback is shared and discussed in advisory board meetings, where assessment data is used to confirm program relevance and to validate workforce readiness. - Program data, including first-time pass rates, enrollment, and completion metrics, are included in institutional reports reviewed by Academic Affairs and other leadership. - Key assessment findings are summarized in required CTE and institutional review documentation, ensuring alignment with ICCB, Perkins, and state and accreditation expectations.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	**Foundations of Medication Administration** - This course was added due to the importance of the subject. It replaced Pharmacology. The faculty were able to add pharmacology into their individual courses when referring to each disease process or concept. This allows for timely learning of the medications with application to the disease process. **NCLEX Review/Capstone** - This course was added to the curriculum to assist students with their individual learning gaps in the nursing content to prepare them to take the NCLEX.

	Updates in Nursing Resources • The program added Elsevier 360. This is an all-encompassing resource including e-books, simulations, case studies, nationally measured exams, clinical skills, and so much more. The students have many required and additional/optional resources through this program.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The majority of the students that return their post graduate survey state they area very satisfied with their preparation for employment from IVCC.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committee contribution keeps the Nursing faculty up-to-date with new practices and procedures used in the clinical units. They also let the Nursing Program know if they have noted any opportunities in the recent graduates. The Nursing faculty then take that information and add focus to that particular area. A focus area identified by our local hospitals is in the amount of patient load students take. Our faculty have been trying to increase the number of patients the students have in their last clinical rotations, based on this feedback.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Job placement is the main focus of our employers. They are also instrumental in work-based learning opportunities for our clinical sites.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied with the preparation of the program's graduates. The information on employer satisfaction is collected through regular meetings and conversations between hospital administration and IVCC administration.
3.25 What are the program's strengths?	IVCC has a qualified, full-time, dedicated nursing faculty who hold, at minimum, a master's degree in Nursing. Four of the individuals have obtained their doctoral degree, with more in the process. The Nursing Program strives to put the student first and to work with the student for their success. Our campus location is a strength. It is situated in the middle of a district that also contains multiple hospitals and nursing homes, many of which are our clinical partners. Our campus has five fully-equipped nursing labs, a simulation lab with control room, and skills lab. All labs have either new or upgraded mannequins, a hospital set up, and a smart screen. The flexibility of the nursing staff to work varied hours in the clinical settings allows more clinical experiences to be scheduled.

	Currently, the IVCC Nursing Program does not depend on simulation for any part of the clinical hours that the nursing students accrue. All hours are obtained at clinical sites.
3.26 What are the identified or potential weaknesses of the program?	A potential weakness is that our LPN students take the same classes as the RN students in the first 2 semesters. This limits large curricular changes due to the need for content in both programs. A huge advantage of this is that our LPN students are potentially over prepared. Student retention is currently below desired levels, influenced by a range of factors beyond academic performance or program rigor, including childcare responsibilities, financial challenges, and other personal circumstances.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	While the most recent program quality review did not result in immediate structural changes—due to continued alignment of the curriculum, assessment methods, and outcomes with educational and accreditation standards—it did highlight student retention as an area requiring ongoing attention and improvement. Although the program continues to meet key benchmarks, including NCLEX pass rates, employer satisfaction, and program completion targets, retention rates, particularly in the first year of the program, indicate a need for targeted interventions. Planned Actions to Address Retention: • Enhanced early academic support: Faculty will implement proactive academic alerts and offer increased tutoring opportunities, including peer support and NCLEX preparation resources. • Refined admission and onboarding processes: The program is evaluating prerequisites, orientation content, and pre-clinical readiness assessments to better prepare incoming students for the rigor of the curriculum. • Increased focus on student engagement: Faculty advisors will conduct regular check-ins and provide individualized academic and emotional support to improve persistence. • Curriculum pacing and course delivery: Scheduling adjustments and minor curriculum revisions are being considered to reduce overload in key content areas and improve student comprehension and confidence early in the program. By addressing these underlying factors, the program aims to improve retention while maintaining the high standards of quality and student outcomes that have defined its success.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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	Nursing				
CIP Code	51.3801				
	2020	2021	2022	2023	2024
Number of Students Enrolled					
AAS.NUR	138	123	129	132	125
Number of Completers					
AAS.NUR	61	49	44	55	40
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data reviewed for the Nursing Program includes: • Race and Ethnicity • Gender • Age • Part-time/Full-time Enrollment Status • Special Population Status (e.g., low-income, first-generation, students with disabilities) • Course success rates This data was analyzed using resources from: • QCEW Employees – EMSI 2024 Class of Workers • IVCC Office of Institutional Research, which provided enrollment trends and demographic breakdowns
How does the data support the program goals? Elaborate.	The disaggregated data reviewed for the IVCC Nursing Program—including race, ethnicity, gender, age, enrollment status, and special population designation—provides meaningful insight into how well the program is aligning with its goals of access, equity, retention, and student success. By analyzing course success rates and enrollment patterns in relation to demographic breakdowns, the program can: **Support Inclusive Access and Equity Goals** The demographic analysis conducted in partnership with the IVCC Office of Institutional Research shows that the Nursing Program attracts a diverse student population. This includes representation across racial and ethnic groups, varying age ranges (including non-traditional adult learners), and students

from historically underserved backgrounds such as low-income, first-generation, and students with disabilities.

This alignment supports the program’s goal of equitable access to high-quality nursing education, particularly in a rural community college setting where barriers to entry can be significant.

Identify and Address Achievement Gaps
By cross-referencing course success rates with student demographics (including gender, race/ethnicity, and part-time/full-time status), faculty can identify any disproportionate outcomes in performance and persistence. For example, if lower success rates are observed in a particular student group, the program can target interventions such as academic support services, tutoring, or mentoring.

This data-driven approach reinforces the program’s commitment to ensuring all students meet the End-of-Program Student Learning Outcomes (EPSLOs), regardless of background.

Enhance Retention and Completion Strategies
Tracking special population data in relation to retention and completion rates helps faculty and administrators develop more targeted student support initiatives, such as early alert systems, supplemental instruction, and personalized advising. These strategies directly support the program’s outcome goal of at least 60% program completion within the designated timeframe, and NCLEX pass rates of 90%.

Ensure Workforce Alignment and Community Impact
By comparing program enrollment trends with labor market data from QCEW Employees – EMSI 2024 Class of Workers, the program ensures it is enrolling and graduating students at a rate that aligns with regional workforce needs. It also allows the program to advocate for support services and funding aimed at underrepresented groups entering high-demand healthcare fields.

The disaggregated data not only helps measure how well the program is meeting its internal goals but also ensures that the Nursing Program is aligned with broader institutional priorities of equity, excellence, and workforce responsiveness. It serves as a foundation for ongoing improvement in both student outcomes and program quality.

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Yes, the program review process revealed several key gaps: Enrollment Gaps • Male enrollment remains significantly low, despite efforts to promote diversity in healthcare roles. This suggests a need for more targeted outreach and marketing to underrepresented genders. Retention Gaps • Each course shows roughly a 10-20% attrition rate. This adds to the overall low retention rate of the program, within 4 consecutive semesters.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	In 2024 the admitted number of students was changed from 80 to 64 with the goal to help with retention and entering more qualified students into the program. In 2025 the admission process changed to be more holistic to include work history, previous degrees and certificates to include a more diverse population. This made the admission criteria include more than grades and test scores.
Are the students served in this program representative of the total student population? Please explain.	Nursing students at IVCC tend to be older on average compared to the general student population. The racial and ethnic composition of nursing students closely reflects that of the overall college. However, male enrollment in the Nursing Program is significantly lower than in the broader IVCC student body.
Are the students served in this program representative of the district population? Please explain.	Nursing students at IVCC are younger than the average district age. Statistics based on racial and ethnic composition in the district and in the Nursing Program are similar. Again, male enrollment in the Nursing Program under represents the males in the district.
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Nursing Program has a strong curriculum as displayed by the NCLEX pass rates and high employer and student satisfaction with the program. Minor improvements would include a higher retention rate and a lower cost of the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Considering changing the student/instructor ratio in labs to 16:1 for a greater cost savings, therefore lowering the faculty overload and faculty burnout.

	Consider a nursing tutor to help with test taking strategies and content review.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review program objectives that are not being met with faculty starting in August 2025 Review program objectives that are not being met with the advisory committee.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The Nursing Program is actively implementing strategies to address equity gaps, including racial and socioeconomic disparities. While the program serves a student population that is largely representative of the college's overall demographics, targeted steps are being taken to improve outcomes for all students. Recruitment for male students will continue.
Resources Needed	Funding for a tutor/retention specialist.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Nursing and Dean of Health Professions

Career & Technical Education

College Name:	Illinois Valley Community College
Academic Years Reviewed:	2020-2024

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Basic Renewable Energy Tech (CERT.REN.BAS)	Cert	33.5	15.1701	
Advanced Renewable Energy Tech (CERT.REN.ADV)	Cert	51.5	15.1701	CERT.REN.BAS

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Provide skilled Renewable Energy technicians for local and regional industry. • Prepare learners for careers in local and regional alternative energy careers.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	N/A. Courses are not currently running and this program will be discontinued.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	During the last review, a need was identified to collaborate with the advisory committee to incorporate renewable concepts into industrial electricity and electronics courses. The resulting plan opted for removing Wind Energy Concepts and Wind Turbine Safety courses from the certificates, and the content was moved into a shared course within the Industrial Electrician Program.

	The other option illustrated in the prior review was to initiate a cohort model for the courses, which would only offer unique Renewable Energy courses every other year. There are currently only two unique courses: “Wind Turbine Control, Operation, & Maintenance” and Wind Energy Tech Internship. These classes have been running with low enrollment or in an independent study format.
Review Team 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.	**Rebecca Zamora**- Workforce Development Dean Review of program, and reports on current program status. **Dr. Kathy Hart-** Director of Institutional Effectiveness Provides data and programmatic analysis. **Dr. Vicki Trier**- VP of Academic Affairs oversees all academic affairs and ensures programmatic compliance to all regulatory standards.
Stakeholder Engagement 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.	N/A. Courses are not currently running and this program will be discontinued.

CTE Program Review Analysis

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

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.	N/A. Courses are not currently running and this program will be discontinued.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A. Courses are not currently running and this program will be discontinued.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	N/A. Courses are not currently running and this program will be discontinued.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A. Courses are not currently running and this program will be discontinued.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	N/A. Courses are not currently running and this program will be discontinued.
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?)	N/A. Courses are not currently running and this program will be discontinued.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A. Courses are not currently running and this program will be discontinued.
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.	N/A. Courses are not currently running and this program will be discontinued.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	N/A. Courses are not currently running and this program will be discontinued.
2.2 What are the findings of the cost-effectiveness analysis?	N/A. Courses are not currently running and this program will be discontinued.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A. Courses are not currently running and this program will be discontinued.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	N/A. Courses are not currently running and this program will be discontinued.
2.5 How will the college increase the cost- effectiveness of this program?	N/A. Courses are not currently running and this program will be discontinued.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	N/A. Courses are not currently running and this program will be discontinued.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	N/A. Courses are not currently running and this program will be discontinued.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	N/A. Courses are not currently running and this program will be discontinued.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	N/A. Courses are not currently running and this program will be discontinued.

3.4 Does this program meet the definition of a career pathway program? 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.	N/A. Courses are not currently running and this program will be discontinued.
3.5 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. Courses are not currently running and this program will be discontinued.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A. Courses are not currently running and this program will be discontinued.
3.7 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. Courses are not currently running and this program will be discontinued.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A. Courses are not currently running and this program will be discontinued.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A. Courses are not currently running and this program will be discontinued.

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A. Courses are not currently running and this program will be discontinued.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A. Courses are not currently running and this program will be discontinued.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A. Courses are not currently running and this program will be discontinued.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	N/A. Courses are not currently running and this program will be discontinued.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A. Courses are not currently running and this program will be discontinued.
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. In FY2022, the College also began providing $3,000 to full-time faculty to attend a national conference once every three years. The College offers numerous opportunities for support and professional development through the Center for Excellence in Teaching, Learning, and Assessment for full and part time faculty. Additional professional development may be requested and fulfilled based on the availability of funds.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	N/A. Courses are not currently running and this program will be discontinued.
3.17 What is the status of the current technology and equipment used for this program?	N/A. Courses are not currently running and this program will be discontinued.
3.18 What assessment methods are used to ensure student success?	N/A. Courses are not currently running and this program will be discontinued.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	N/A. Courses are not currently running and this program will be discontinued.

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	N/A. Courses are not currently running and this program will be discontinued.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	N/A. Courses are not currently running and this program will be discontinued.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A. Courses are not currently running and this program will be discontinued.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	N/A. Courses are not currently running and this program will be discontinued.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A. Courses are not currently running and this program will be discontinued.
3.25 What are the program's strengths?	N/A. Courses are not currently running and this program will be discontinued.
3.26 What are the identified or potential weaknesses of the program?	N/A. Courses are not currently running and this program will be discontinued.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A. Courses are not currently running and this program will be discontinued.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Performance and Equity

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	Renewable Energy Tech				
CIP Code	15.1701				
	2020	2021	2022	2023	2024
Number of Students Enrolled					

CERT.REN.BAS (previously CERT.WND.BAS.REN)	8	1	0	1	1
CERT.REN.ADV (previously CERT.WND.ADV.REN)	0	0	0	0	0
Number of Completers					
CERT.REN.BAS (previously CERT.WND.BAS.REN)	3	3	0	0	1
CERT.REN.ADV (previously CERT.WND.ADV.REN)	0	0	0	0	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	N/A. Courses are not currently running and this program will be discontinued.
How does the data support the program goals? Elaborate.	N/A. COURSES ARE NOT CURRENTLY RUNNING AND THIS PROGRAM WILL BE DISCONTINUED.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	N/A. Courses are not currently running and this program will be discontinued.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	N/A. Courses are not currently running and this program will be discontinued.
Are the students served in this program representative of the total student population? Please explain.	N/A. Courses are not currently running and this program will be discontinued.
Are the students served in this program representative of the district population? Please explain.	N/A. Courses are not currently running and this program will be discontinued.
Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☒ Placed on Inactive Status ☒ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	The enrollments for this program indicate IVCC should inactivate courses and program with ICCB.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Inactivate the renewable energy program and courses with ICCB.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A. Courses are not currently running and this program will be discontinued.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A. Courses are not currently running and this program will be discontinued.
Resources Needed	N/A. Courses are not currently running and this program will be discontinued.
Responsibility Who is responsible for completing or implementing the modifications?	Rebecca Zamora, Dean of Workforce Development