

Fiscal Year 2024

COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Submitted to the
Illinois Community College Board



Illinois Valley Community College

District 513
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College	Illinois Valley Community College
District Number	513
Contact Person (name, title, contact information)	Dr. Vicki Trier Vice President for Academic Affairs 815-224-0405 vicki_trier@ivcc.edu
Academic Years Reviewed:	2019-2023
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Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2019-2023
Discipline Area:	Physical and Life Sciences - Biology
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives of the discipline?</p>	<p>The discipline objective is to provide excellent instruction and assessment in student learning in all courses resulting in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for employment in the workforce and future courses of study.</p> <p>The Global Environment – BIO 1000</p> <ul style="list-style-type: none"> • To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. • To recognize how personal choices affect self and society. <p>General Biology I and II – BIO 1001 and 1002</p> <ul style="list-style-type: none"> • To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>Principles of Biology – BIO 1003</p> <ul style="list-style-type: none"> • To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>Biological Diversity – BIO 1004</p> <ul style="list-style-type: none"> • To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion <p>Anatomy and Physiology I and II – BIO 1007 and 1008</p> <ul style="list-style-type: none"> • To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion <p>Microbiology – BIO 1009</p> <ul style="list-style-type: none"> • To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion

	<p>Human Body Structure & Function – BIO 1200</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>The discipline review indicates that the objectives are being met. Rates of student success have remained excellent over the past 5 years with 88.8% of all students completing biology courses earning a grade of C or better.</p>
<p>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?</p>	<p>Biology courses contribute to numerous future fields of study for students. These include education, environmental management, medicine, and a variety of health professions to name a few. The College has a variety of services and programs to address equitable access. As an example, the Center for Accessibility and Neurodiversity works closely with faculty and students to provide appropriate accommodations for those students who need them in order to remove barriers to provide the best opportunity for success.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>The large lecture room used by many biology classes was completely remodeled. New seating arrangements provided for better opportunities for group work. Instructional technology was completely updated. Faculty have a modern workstation with a new computer and document camera. The room also has new projectors and state of the art large screens for student viewing of videos, Power Points, and faculty notes.</p> <p>A plan is being developed for a complete remodeling of the Natural Sciences lab which is the home for all biology lab courses. The microbiology lab is going to be moved to separate location to better meet safety needs as well as enhance delivery of instruction. Plans will be developed to redesign the lab once microbiology is moved to better serve the general and majors biology courses and well as anatomy and physiology.</p> <p>All outlines for biology courses have been updated within the past two years, ensuring a current review of course objectives, content, and delivery.</p> <p>BIO 1000, 1001, 1007, 1008, 1009, and 1200 all have online options for instruction. BIO 1007 and 1008 is also offered in a blended format.</p> <p>Dual credit offerings continue to increase with courses added in BIO 1000 and BIO 1001.</p>

Review Analysis	
<p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
Indicator 1: Need	Response
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As content experts, faculty are provided professional development to remain current in their fields. If faculty find that new substantive changes are warranted, they are expected to update the program's content by bringing their proposals for change to the Curriculum Committee for review and approval. Course changes may be minor, such as the change of course prerequisites, or more extensive, such as the development of new courses.</p> <p>Faculty and deans also review student completion rates for individual courses, and the Assessment and Curriculum Committees regularly host workshops during faculty development days to help faculty update course outlines and syllabi and reflect on assessment data. These data reviews can help determine if changes are warranted.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>The College's Director of Admissions and the College's Recruitment Specialist play a major role in recruitment. In conjunction with faculty, students are recruited with high school visits and activities on the IVCC campus, College events, and annual publications.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>Nothing has been added.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Nine total courses are offered. BIO 1000, 1001, 1007, 1008, and 1009 see the largest enrollments.</p>
Indicator 2: Cost Effectiveness	Response
<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the</p>	<p>Costs include general classroom instruction software, laboratory supplies, and faculty salaries and fringes. Costs compare favorably with other disciplines. Lab courses have a higher cost than lecture only courses. Student lab fees are assessed on a course-by-course basis to cover these costs. The biology department has six full-time faculty and four part-time</p>

college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	faculty. Dual credit faculty are not paid by the College.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps are taken to ensure minimum enrollment criteria are met for each section offered within the discipline. Enrollment figures also guide staffing needs. The Dean ensures that overstaffing does not occur. In addition, many laboratory supplies are placed out for bid annually. Quotes are also obtained for all purchases. This ensures the best price for each order.
2.3 Is there a need for additional resources?	Not at this time.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Yes. All biology courses are offered in the traditional face-to-face, 16-week format. Some are also offered online and in blended formats as well as at extension sites. Summer courses are condensed to 8-week offerings. Some BIO 1000 sections are offered as late start options each fall and spring semester. These sections are typically 12-week offerings.
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?	<p>Success rates of different delivery methods are provided by the data analyst of the institutional research department. A review of the data indicates the success rates of all courses (those students who have completed and received a grade of C or better) is very good. FY 2023 figures show the following.</p> <ul style="list-style-type: none"> • BIO 1000 On-line 86.3%; Ext. 90.9%, F2F 83.3% • BIO 1001 On-line 94.1%, Ext. 98.8%, F2F 92.8% • BIO 1007 On-line 100%, F2F 89.6%, Blended 72.1% • BIO 1008 On-line 100%, F2F 96.7%, Blended 75.0% • BIO 1200 On-line 77.3%, F2F 100% <p>All courses have free tutoring. Faculty use office hours and other times to meet with students. The Center for Accessibility and Neurodiversity works with students and faculty to provide accommodations for students in need. The College also has a fulltime laboratory assistant to instruction in biology. This person is available to assist students with laboratory work and assignments outside or regularly scheduled lab time.</p>
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The College has a very thorough formal evaluation process in place for all pre- and post-tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluation are included in this effort. Adjunct faculty are evaluated primarily by student evaluation each semester. The dean also conducts classroom evaluations of all new adjuncts and as necessary for

<p>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?</p>	<p>more experienced adjuncts.</p> <p>All professional development is offered to full and part-time faculty. The following is a listing of activities.</p> <ul style="list-style-type: none"> • In-service and professional development day each semester • Ft faculty have access to professional development funds for conferences, graduate coursework, and instructional materials • Pt faculty participate in an adjunct orientation each semester • Dual credit faculty participate in an annual workshop • All faculty are invited to attend division meetings scheduled throughout the fall and spring semesters. • The college’s Center for Excellence in Teaching, Learning, and assessment offers workshops and webinars for all faculty throughout the year. • Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee; the Assessment Committee; and International Education. <p>Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee, the Assessment Committee, and International Education.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All faculty work with the dean to submit syllabi when called for review by the IAI Biology panel. None of the faculty currently serve on an IAI review panel.</p>
<p>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?</p>	<p>All faculty are encouraged to provide timely feedback on all assessments and maintain an updated gradebook on the LMS, and they are required to maintain office hours and submit 10th day and midterm attendance verification. At-risk students can be identified through these means and through the retention Alert Form, which can be submitted by faculty for issues related to attendance, participation, missing assignments, low test scores, technology, and other needs. Faculty can also notify counselors or the Dual Credit Coordinator, and refer students to the Tutoring and Writing Center or the Center for Accessibility and Neurodiversity.</p> <p>Information about these services is provided at Convocation, through the syllabus, through the LMS, through the College website, and through advertisements on TV monitors on campus. Faculty also inform students about these services at the beginning of the semester and as needed throughout the semester. Additional outreach is also sent to students who</p>

	<p>identify as a special population via e-mail, text message, and in-person communication about special population support services such as Project Success.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Biology transfer courses are core courses in the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs. The courses can also provide students with an elective credit option for their programs of study. BIO 1200 is a course required for certain Career and Technical programs such as Certified Medical Assisting.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Courses that are approved for IAI transfer are revised when the IAI updates course requirements. In Spring 2022, all course outlines were revised to reflect the college’s new Institutional Learning Outcomes and any new teaching modalities for the course (particularly “online” and “virtual class meetings”).</p> <p>The curriculum is also revised on a regular basis when:</p> <ul style="list-style-type: none"> • A new textbook is adopted • Student deficiencies are identified • New technology is incorporated • The scholarship of teaching identifies a new approach to the material <p>Other considerations include student assessment data, comments in the Student Course Feedback Survey, faculty strengths and qualifications, student learning needs, a review of syllabi by the dean, and recommendations for best practices from the Teaching and Learning Committee.</p>
<p>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?</p>	<p>Retention and success rates are reviewed. The Grade Distribution Report shows success rates in each course section, and comparisons can be made by course modality. Other types of reviews are the faculty classroom observation and the Student Course Feedback Survey.</p> <p>The College reports disaggregated student data in the IPEDS report, and some committees review specific data about online education or dual credit. Disaggregated data based on specific student populations is reported to the Board of Trustees every Spring and Fall semester; reports are available on the College’s website.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Student success is determined by earning a grade of C or better as well as the feedback that is found on assessment of student learning.</p>

<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>Room A101, the Natural Sciences lab, which is commonly called the Biology lab, is in need of change. The microbiology portion of the lab needs to be moved to a separate location to better serve student learning and address safety considerations. Meetings will take place to formulate a plan for this move and to also talk about the reconfiguration of the remaining space for general and majors biology classes along with anatomy and physiology. The goal is to create a modern and updated learning environment for our laboratory students, complete with the latest instructional technologies and classroom setup designed to facilitate active learning.</p>
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List any barriers encountered while implementing the discipline.

None at this time.

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	Biology
Course Title	<p>The Global Environment – BIO 1000 General Biology I – BIO-1001 General Biology II – BIO-1002 Principles of Biology – BIO-1003 Biological Diversity – BIO 1004 Anatomy & Physiology I – BIO 1007 Anatomy & Physiology II – BIO 1008 Microbiology – BIO 1009 Human Body Structure & Function – BIO-1200</p>
Course Description	<p>BIO-1000: A study of the human relationship with and responsibility for, the health and well-being of our earth. Ecology, the branch of science investigating the relationships of an organism (man) with its environment (earth) is the emphasis of this course. Major considerations are given to the use and misuse of the earth's energy and material resources, the consequences and alternatives to human actions and the individual physical costs plus collective social costs.</p> <p>BIO-1001: An integrated course covering the fundamentals of the plant and animal world. Special attention is given to the structure and function of cells, the genetic continuity of life, evolution and ecology.</p> <p>BIO-1002: This course reinforces the concepts introduced in BIO 101 with an emphasis on human biology, ecology, and the diversity of life. Special attention is given to the biological processes of digestion, respiration, circulation, excretion, communication and reproduction.</p> <p>BIO-1003: This course will present the unifying concepts of biology which form the foundation for the biological sciences. The topics will include an introduction to biochemistry, cellular structure, functions</p>

	<p>and processes of the cell, energetics of cellular respiration and photosynthesis, Mendelian and molecular genetics, and natural selection.</p> <p>BIO-1004: This course will include the structure, function, evolutionary relationships and ecology of major groups of microorganisms, protists, fungi, animals, and plants.</p> <p>BIO-1007: This course involves an introductory study of the structure and function of the human body. A study of cytology, histology, and five organ systems (integumentary, skeletal, muscular, nervous, and endocrine) illustrates the relationships between structures and their functions. Laboratory exercises include cat dissection, microscopy, cadaver demonstration and other materials. Lecture two hours per week; lab three hours per week; seminar one hour per week.</p> <p>BIO-1008: A continuation of BIO 1007, this course completes an introductory study of the structure and function of the human body. Six major systems: reproductive, circulatory, lymphatic, respiratory, digestive, and excretory are studied, along with metabolism and regulation of fluids, electrolytes and pH.</p> <p>BIO-1009: An introductory study of the nature and activities of microorganisms and their effect on human affairs. Topics will include functional anatomy of prokaryotic and eukaryotic cells, microbial metabolism, microbial growth, control of microbial growth, survey of the microbial world and microorganisms and disease.</p> <p>BIO-1200: This course will emphasize the anatomy (structure) and physiology (function) of the human body. Lecture, demonstrations, discussions and laboratory activities focus on how the body is constructed and how it functions.</p>				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
BIO-1000	361	367	267	280	263
BIO-1001	176	150	199	181	225
BIO-1002	11	16	9	7	8
BIO-1003	34	35	36	26	49
BIO-1004	19	25	34	23	36
BIO-1007	191	168	179	153	171
BIO-1008	159	135	134	126	133
BIO-1009	142	138	134	95	109
BIO-1200	61	56	43	59	37
Credit Hours Produced					
BIO-1000	1083	1101	801	840	789
BIO-1001	704	600	796	724	900

BIO-1002	44	64	36	28	32
BIO-1003	136	140	144	104	196
BIO-1004	76	100	136	92	144
BIO-1007	764	672	716	612	684
BIO-1008	636	540	536	504	532
BIO-1009	568	552	536	380	436
BIO-1200	183	168	129	177	148
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	2019	2020	2021	2022	2023
BIO-1000	80%	81%	84%	86%	86%
BIO-1001	89%	92%	90%	94%	95%
BIO-1002	100%	100%	100%	100%	88%
BIO-1003	85%	97%	97%	92%	100%
BIO-1004	100%	100%	100%	91%	97%
BIO-1007	84%	82%	93%	88%	86%
BIO-1008	89%	94%	92%	94%	93%
BIO-1009	95%	91%	90%	89%	92%
BIO-1200	84%	88%	84%	92%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	BIO-1000: L1 905 BIO-1001: L1 900L BIO-1003: L1 910L; BIO 910 BIO-1004: L1 910L; BIO 910				
How does the data support the course goals? Elaborate.	Student success in the biology discipline has remained solid. Course offerings and scheduling meet the needs of students studying in the CTE and transfer options. Overall analysis of success rates indicates a very good level of performance across all courses. As mentioned previously, 88.8% of students pass courses with a grade of C or better.				
What disaggregated data was reviewed?	Disaggregated data reviewed included age, gender, enrollment status, ethnicity, highest degree earned, and educational goal.				
Were there identifiable gaps in the data? Please explain.	Significant gaps in the College data were not found. The department is aware that figures could be better in the area of non-traditional enrollment. Also, the percentage of women enrolled is 16 percentage points higher than men. Hispanic enrollments have increased to 19.3%, up from 16% five years ago. Enrollments of African American students remains very low at only 2%.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline	<ol style="list-style-type: none"> 1. Relocation of the microbiology lab and redesign and reconfiguration of the remaining lab space in the Biology lab. (Academic year 24/25 through 26/27) 2. Continued expansion of dual credit offerings. (Academic year 24/25 and beyond) 3. Possible creation of a BIO 1000 course with a lab. 				

and/or anticipated dates.	(Fall semester 2024) 4. Hiring and training of a new dean due to the impending retirement of the current dean who has been in his current position for 30 years. (Fall semester 24 and January of Spring semester 25)
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met but improvements continue to be made. Plans calling for Biology lab renovation are to begin in the Fall 2024 semester.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has a number of programs and departments designed to address equity gaps, including racial equity gaps. Examples the Office of Project Success; the Diversity, Equity, and Inclusion Committee; the Center for Accessibility and Neurodiversity; and the Writing and Assessment Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The discipline of biology and its faculty continue to perform very well. A major finding of this review is the importance of the replacement of the Dean of Natural Sciences and Business; the proper training of the new dean; the creation of the new microbiology lab; and the renovation of the existing biology lab.
Resources Needed	Reserve balance, capital, and College education funds will be needed. The Board of Trustees, College administration, and division faculty will all need to play a role in biology lab planning and the hiring of a new dean.
Responsibility Who is responsible for completing or implementing the modifications?	The IVCC Board of Trustees, College President and the President's Council, division faculty and staff, Dual Credit Coordinator, along with the current Dean of Natural Sciences and Business will be the primary players responsible.

Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2019-2023
Discipline Area:	Physical and Life Sciences - Chemistry
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives of the discipline?</p>	<p>The discipline objective is to provide excellent instruction and assessment in student learning in all courses resulting in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for employment in the workforce and future courses of study.</p> <p>Introduction to Chemistry – CHM 1000</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>Chemistry – CHM 1004</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>General Chemistry I – CHM 1006</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>General Chemistry II – CHM 1007</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>Organic Chemistry I – CHM 2002</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>Organic Chemistry II – CHM 2003</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion.
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being</p>	<p>The discipline review indicates that the objectives are being met. Rates of student success have remained excellent over the past 5 years with 88.0% of all students completing biology</p>

achieved?	courses earning a grade of C or better.
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?	Chemistry courses contribute to numerous future fields of study for students. These include education, engineering, medicine, and a variety of health professions to name a few. The College has a variety of services and programs to address equitable access. As an example, the Center for Accessibility and Neurodiversity works closely with faculty and students to provide appropriate accommodations for those students who need them in order to remove barriers to provide the best opportunity for success.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	<p>The large lecture room used by many chemistry classes was completely remodeled. New seating arrangements provided for better opportunities for group work. Instructional technology was completely updated. Faculty have a modern workstation with a new computer and document camera. The room also has new projectors and state of the art large screens for student viewing of videos, Power Points, and faculty notes.</p> <p>All outlines for chemistry courses have been updated within the past two years ensuring a current review of course objectives, content and delivery.</p> <p>CHM 1000 has an online option for instruction.</p> <p>Dual credit offerings continue to increase with CHM 1004 being the most popular option.</p> <p>A new Organic Chemistry instructor has been hired.</p>

Review Analysis	
<p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
Indicator 1: Need	Response
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As content experts, faculty are provided professional development to remain current in their fields. If faculty find that new substantive changes are warranted, they are expected to update the program's content by bringing their proposals for change to the Curriculum Committee for review and approval. Course changes may be minor, such as the change of course prerequisites, or more extensive, such as the development of new courses.</p> <p>Faculty and deans also review student completion rates for individual courses, and the Assessment and Curriculum Committees regularly host workshops during faculty development days to help faculty update course outlines and syllabi and reflect on assessment data. These data reviews can help determine if changes are warranted.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>The College's Director of Admissions and the College's Recruitment Specialist play a major role in recruitment. In conjunction with faculty, students are recruited with high school visits and activities on the IVCC campus, College events, and annual publications.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>Nothing has been added.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Six total courses are offered. CHM 1004, CHM 1006, and CHM 1007 see the largest enrollments.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>Costs include general classroom instruction software, laboratory supplies, and faculty salaries and fringes. Costs compare favorably with other disciplines. Lab courses have a higher cost than lecture only courses. Student lab fees are assessed on a course-by-course basis to cover these costs. The chemistry department has three full-time faculty and one part-time faculty member. Dual credit faculty are not paid by the College.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Steps are taken to ensure minimum enrollment criteria are met for each section offered within the discipline. Enrollment figures also guide staffing needs. The Dean ensures that overstaffing does not occur. In addition, many laboratory supplies are placed out for bid annually. Quotes are also obtained for all purchases. This ensures the best price for each order.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Not at this time.</p>
Indicator 3: Quality	Response
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>Yes. All chemistry courses are offered in the traditional face-to-face, 16 week format. CHM 1000 is offered online. Summer courses are condensed to 8-week offerings.</p>
<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>Success rates of different delivery methods are provided by the data analyst of the institutional research department. A review of the success rates of all courses (those students who have completed and received a grade of C or better) is very good. FY 2023 figures show the following.</p> <ul style="list-style-type: none"> • CHM 1000 On-line 88.0%; F2F 100% • CHM 1004 Ext. 100.0%; F2F 91.9% <p>All courses have free tutoring. Faculty use office hours and other times to meet with students. The Center for Accessibility and Neurodiversity works with students and faculty to provide accommodations for students in need. The College also has open lab hours in which students can meet with chemistry faculty. Faculty are available to assist students with laboratory work and assignments outside or regularly scheduled lab time.</p>

<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The College has a very thorough formal evaluation process in place for all pre- and post-tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluation are included in this effort. Adjunct faculty are evaluated primarily by student evaluation each semester. The dean also conducts classroom evaluations of all new adjuncts and as necessary for more experienced adjuncts.</p>
<p>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?</p>	<p>All professional development is offered to full and part-time faculty. The following is a listing of activities.</p> <ul style="list-style-type: none"> • In-service and professional development day each semester • Ft faculty have access to professional development funds for conferences, graduate coursework, and instructional materials • Pt faculty participate in an adjunct orientation each semester • Dual credit faculty participate in an annual workshop • All faculty are invited to attend division meetings scheduled throughout the fall and spring semesters. • The college’s Center for Excellence in Teaching, Learning, and assessment offers workshops and webinars for all faculty throughout the year. <p>Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee; the Assessment Committee; and International Education.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All faculty work with the dean to submit syllabi when called for review by the IAI Biology panel. None of the faculty currently serve on an IAI review panel.</p>
<p>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?</p>	<p>All faculty are encouraged to provide timely feedback on all assessments and maintain an updated gradebook on the LMS, and they are required to maintain office hours and submit 10th day and midterm attendance verification. At-risk students can be identified through these means and through the retention Alert Form, which can be submitted by faculty for issues related to attendance, participation, missing assignments, low test scores, technology, and other needs. Faculty can also notify counselors or the Dual Credit Coordinator, and refer students to the Tutoring and Writing Center or the Center for Accessibility and Neurodiversity.</p> <p>Information about these services is provided at Convocation, through the syllabus, through the LMS, through the College website, and through advertisements on TV monitors on campus. Faculty also inform students about these services at the beginning of the semester and as needed throughout the</p>

	<p>semester. Additional outreach is also sent to students who identify as a special population via e-mail, text message, and in-person communication about special population support services such as Project Success.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Chemistry transfer courses are core courses in the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs. The courses can also provide students with an elective credit option for their programs of study.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Courses that are approved for IAI transfer are revised when the IAI updates course requirements. In Spring 2022, all course outlines were revised to reflect the college's new Institutional Learning Outcomes and any new teaching modalities for the course (particularly "online" and "virtual class meetings").</p> <p>The curriculum is also revised on a regular basis when:</p> <ul style="list-style-type: none"> • A new textbook is adopted • Student deficiencies are identified • New technology is incorporated • The scholarship of teaching identifies a new approach to the material <p>Other considerations include student assessment data, comments in the Student Course Feedback Survey, faculty strengths and qualifications, student learning needs, a review of syllabi by the dean, and recommendations for best practices from the Teaching and Learning Committee.</p>
<p>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?</p>	<p>Retention and success rates are reviewed. The Grade Distribution Report shows success rates in each course section, and comparisons can be made by course modality. Other types of reviews are the faculty classroom observation and the Student Course Feedback Survey.</p> <p>The College reports disaggregated student data in the IPEDS report, and some committees review specific data about online education or dual credit. Disaggregated data based on specific student populations is reported to the Board of Trustees every Spring and Fall semester; reports are available on the college's website.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Student success is determined by earning a grade of C or better as well as the feedback that is found on assessment of student learning.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>Chemicals for use in laboratory experiments are now placed in individual test tubes for each student. This increases safety of chemical handling in the lab.</p>

	Plans call for an updating of the writing of the laboratory procedures in the organic chemistry lab manual.
List any barriers encountered while implementing the discipline.	
None at this time.	
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	Chemistry
Course Title	Introduction To Chemistry - CHM-1000 Chemistry - CHM-1004 General Chemistry I - CHM-1006 General Chemistry II - CHM-1007 Organic Chemistry - CHM-2002 Organic Chemistry II - CHM-2003
Course Description	<p>CHM-1000: This course surveys the fundamental concepts of chemistry as these topics apply to personal and societal issues such as the environment, energy production, technology and medicine. A non-mathematical approach is used where possible. The course is intended for non-science majors or as a background for science majors but does not serve as a prerequisite for any advanced chemistry course.</p> <p>CHM-1004: This is an introductory course in chemistry suitable as a general education laboratory science course or as a preparatory course for general chemistry. Basic concepts, terminology, and mathematical skills are emphasized. Concepts of matter and its classification, energy, atomic structure, periodic table, chemical compounds and their nomenclature, mole concept, chemical reactions, reaction stoichiometry, and introductory organic chemistry are covered</p> <p>CHM-1006: This course covers the general principles of chemistry including atomic theory, bonding, and molecular geometry, stoichiometry, the states of matter, thermodynamics, nuclear chemistry, and solutions. Laboratory emphasizes quantitative work.</p> <p>CHM-1007: This course is a continuation of CHM 1006. Topics include kinetics, equilibrium, acid-base theories, buffers, electrochemistry, coordination chemistry, nuclear chemistry and organic chemistry. Laboratory includes gravimetric, volumetric, electroanalytic, and spectrophotometric methods of analysis.</p> <p>CHM-2002: The course covers the fundamental principles of organic chemistry stressing the preparation, reactions, mechanisms, and structure of organic compounds. Laboratory includes basic techniques in compound purification, synthesis and identification. Hands-on</p>

	<p>application of FT-infrared spectroscopy and gas chromatography are utilized in qualitative and quantitative analysis of organic compounds.</p> <p>CHM-2003: This course is a continuation of Organic Chemistry I and including applications of mechanisms to synthetic reactions, the use of special data in the determination of structure and analysis, and natural products.</p>				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
CHM-1000	51	36	46	75	50
CHM-1004	160	150	147	88	96
CHM-1006	85	75	73	49	70
CHM-1008	44	40	44	28	32
CHM-2002	23	13	12	16	11
CHM-2003	14	7	4	9	12
Credit Hours Produced					
CHM-1000	153	108	138	225	150
CHM-1004	640	600	588	352	384
CHM-1006	425	375	365	245	350
CHM-1008	220	200	220	140	160
CHM-2002	115	65	60	80	55
CHM-2003	70	35	20	45	60
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
	2019	2020	2021	2022	2023
CHM-1000	86%	86%	87%	85%	94%
CHM-1004	83%	85%	91%	86%	95%
CHM-1006	79%	92%	85%	82%	89%
CHM-1007	89%	95%	95%	86%	97%
CHM-2002	91%	77%	83%	88%	91%
CHM-2003	83%	86%	100%	89%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	<p>CHM-1000: P1 902 CHM-1004: P1 902L CHM-1006: P1 902L; CHM 911 CHM-2002: CHM 913 CHM-2003: CHM 914</p>				
How does the data support the course goals? Elaborate.	<p>Student success in the chemistry discipline has remained solid. Course offerings and scheduling meet the needs of students studying in their respective programs. Overall analysis of success rates indicates a very good level of performance across all courses. As mentioned previously, 88.0% of students pass courses with a grade of C or better.</p>				
What disaggregated data was reviewed?	<p>Disaggregated data reviewed included age, gender, enrollment status, ethnicity, highest degree earned, and educational goal.</p>				

<p>Were there identifiable gaps in the data? Please explain.</p>	<p>Significant gaps in the College data were not found. The department is aware that figures could be better in the area of non-traditional enrollment. Also, the percentage of women enrolled is 16 percentage points higher than men. Hispanic enrollments have increased to 19.3%, up from 16% five years ago. Enrollments of African American students remains very low at only 2%.</p>
<p>Academic Course Review Results</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none"> 1. Continued expansion of dual credit offerings. (Academic year 24/25 and beyond) 2. Implementation of new labs designed to increase student participation in group work and problem solving. A nanotechnology lab will be added to CHM 1007. (Academic year 24/25) 3. Hiring and training of a new dean due to the impending retirement of the current dean who has been in his current position for 30 years. (Fall semester 2024) 4. A review of the physical set-up of the Physical Sciences lab, room E101, to make sure it is meeting instructional needs. (Academic year 24/25)
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program objectives are being met with continuous improvement always remaining a goal.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The College has a number of programs and departments designed to address equity gaps, including racial equity gaps. Examples the Office of Project Success; the Diversity, Equity, and Inclusion Committee; the Center for Accessibility and Neurodiversity; and the Writing and Assessment Center.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The discipline of chemistry and its faculty continue to perform very well. A major finding of this review is the importance of the replacement of the Dean of Natural sciences and Business; the proper training of the new dean; the updating of lab manuals and content; as well as an analysis of the current lab space.</p>
<p>Resources Needed</p>	<p>Primary resources for these initiatives will be human resources initially. The Board of Trustees, College administration, and division faculty will all play a key role. Financial resources in the form of grants, and College education and operations funds may be needed as lab space analysis results are released.</p>
<p>Responsibility Who is responsible for completing or implementing the</p>	<p>The current division dean, chemistry faculty, and Dual Credit Coordinator are primarily responsible at this time.</p>

modifications?	
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Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2019-2023
Discipline Area:	Physical and Life Sciences – Geography
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?	<p>The discipline objective is to provide excellent instruction and assessment in student learning in all courses resulting in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for employment in the workforce and future courses of study.</p> <p>Weather and Climate – GEG 1001</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>Cultural Geography – GEG 1003</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>World Regional Geography – GEG 1004</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	<p>The discipline review indicates that the objectives are being met. Rates of student success have remained excellent over the past 5 years with 82.4% of all students completing geography courses earning a grade of C or better.</p>
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?	<p>Geography courses contribute to numerous future fields of study for students. These include education, environmental geographer, surveying and mapping technician, and urban planner to name a few. The College has a variety of services and programs to address equitable access. As an example, the Center for Accessibility and Neurodiversity works closely with faculty and students to provide appropriate accommodations for those students who need them in order to remove barriers to provide the best opportunity for success.</p>
Prior Review Update Describe any quality improvements or modifications made since the last review period.	<p>One classroom has been designated for all Geography lectures. Doing this has facilitated instruction as needed software programs have been installed as well as wall maps.</p>

	<p>All outlines for geography courses have been updated within the past two years, ensuring a current review of course objectives, content, and delivery.</p> <p>GEG 1001, 1003, and 1004 all have online options for instruction. GEG 1001 is also offered in a blended format.</p> <p>The offering of GEG 1005 (Astronomy) has been discontinued due to low demand and a faculty retirement.</p>
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<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>
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Indicator 1: Need	Response
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As content experts, faculty are provided professional development to remain current in their fields. If faculty find that new substantive changes are warranted, they are expected to update the program's content by bringing their proposals for change to the Curriculum Committee for review and approval. Course changes may be minor, such as the change of course prerequisites, or more extensive, such as the development of new courses.</p> <p>Faculty and deans also review student completion rates for individual courses, and the Assessment and Curriculum Committees regularly host workshops during faculty development days to help faculty update course outlines and syllabi and reflect on assessment data. These data reviews can help determine if changes are warranted.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>The College's Director of Admissions and the College's Recruitment Specialist play a major role in recruitment. In conjunction with faculty, students are recruited with high school visits and activities on the IVCC campus, College events, and annual publications.</p>
<p>1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?</p>	<p>Nothing has been added.</p>

<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Three total courses are offered. GEG 1001 sees the largest enrollment is in GEG 1001.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)</p>	<p>Costs include general classroom instruction software, laboratory supplies, and faculty salaries and fringes. Costs compare favorably with other disciplines. Lab courses have a higher cost than lecture only courses. Student lab fees are assessed on a course-by-course basis to cover these costs. The geography department has one full-time faculty member.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Steps are taken to ensure minimum enrollment criteria are met for each section offered within the discipline. Enrollment figures also guide staffing needs. The Dean ensures that overscheduling does not occur. Quotes are also obtained for all purchases. This ensures the best price for each order.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Not at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>Yes. All geography courses are offered in the traditional face-to-face, 16-week format. Some are also offered online and in blended formats. Summer courses are condensed to 8-week offerings. Some geography sections are offered as late start options each fall and spring semester. These sections are typically 12-week offerings.</p>

<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>Success rates of different delivery methods are provided by the data analyst of the institutional research department. A review of the data indicates the success rates of all courses (those students who have completed and received a grade of C or better) is very good. FY 2023 figures show the following.</p> <ul style="list-style-type: none"> • GEG 1001 Online 73.7%, F2F 72.4% • GEG 1003 Online 86.11%, F2F 78.6% • GEG 1004 Online 87.5%, F2F 93.3% <p>All courses have free tutoring. Faculty use office hours and other times to meet with students. The Center for Accessibility and Neurodiversity works with students and faculty to provide accommodations for students in need.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The College has a very thorough formal evaluation process in place for all pre- and post-tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluation are included in this effort. Adjunct faculty are evaluated primarily by student evaluation each semester. The dean also conducts classroom evaluations of all new adjuncts and as necessary for more experienced adjuncts.</p>
<p>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?</p>	<p>All professional development is offered to full and part-time faculty. The following is a listing of activities.</p> <ul style="list-style-type: none"> • In-service and professional development day each semester • Ft faculty have access to professional development funds for conferences, graduate coursework, and instructional materials • Pt faculty participate in an adjunct orientation each semester • Dual credit faculty participate in an annual workshop • All faculty are invited to attend division meetings scheduled throughout the fall and spring semesters. • The College's Center for Excellence in Teaching, Learning, and Assessment offers workshops and webinars for all faculty throughout the year. • Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee; the Assessment Committee; and International Education. <p>Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee, the Assessment Committee, and International Education.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All faculty work with the dean to submit syllabi when called for review by the IAI Biology panel. None of the faculty currently serve on an IAI review panel.</p>

<p>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?</p>	<p>All faculty are encouraged to provide timely feedback on all assessments and maintain an updated gradebook on the LMS, and they are required to maintain office hours and submit 10th day and midterm attendance verification. At-risk students can be identified through these means and through the retention Alert Form, which can be submitted by faculty for issues related to attendance, participation, missing assignments, low test scores, technology, and other needs. Faculty can also notify counselors or the Dual Credit Coordinator, and refer students to the Tutoring and Writing Center or the Center for Accessibility and Neurodiversity.</p> <p>Information about these services is provided at Convocation, through the syllabus, through the LMS, through the College website, and through advertisements on TV monitors on campus. Faculty also inform students about these services at the beginning of the semester and as needed throughout the semester. Additional outreach is also sent to students who identify as a special population via e-mail, text message, and in-person communication about special population support services such as Project Success.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Geography transfer courses are core courses in the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs. The courses can also provide students with an elective credit option for their programs of study.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Courses that are approved for IAI transfer are revised when the IAI updates course requirements. In Spring 2022, all course outlines were revised to reflect the College’s new Institutional Learning Outcomes and any new teaching modalities for the course (particularly “online” and “virtual class meetings”).</p> <p>The curriculum is also revised on a regular basis when:</p> <ul style="list-style-type: none"> • A new textbook is adopted • Student deficiencies are identified • New technology is incorporated • The scholarship of teaching identifies a new approach to the material <p>Other considerations include student assessment data, comments in the Student Course Feedback Survey, faculty strengths and qualifications, student learning needs, a review of syllabi by the dean, and recommendations for best practices from the Teaching and Learning Committee.</p>

<p>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?</p>	<p>Retention and success rates are reviewed. The Grade Distribution Report shows success rates in each course section, and comparisons can be made by course modality. Other types of reviews are the faculty classroom observation and the Student Course Feedback Survey.</p> <p>The College reports disaggregated student data in the IPEDS report, and some committees review specific data about online education or dual credit. Disaggregated data based on specific student populations is reported to the Board of Trustees every Spring and Fall semester; reports are available on the College's website.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Student success is determined by earning a grade of C or better as well as the feedback that is found on assessment of student learning.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>All three Geography courses have been approved to meet the Global Appreciation requirement for the AA and AS degrees.</p> <p>New modules for the GEG 1004 course were created to keep content current and more easily applicable to current world events. As an example, a two- week module on hydro-politics and water resources was implemented. Another module studies the influence of NATO on the impact of the political geography of Europe and Russia.</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<p>None at this time.</p>	

<p align="center">Performance and Equity</p>	
<p>Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</p>	
<p>Academic Discipline Area</p>	<p>Geography</p>
<p>Course Title</p>	<p>Weather & Climate - GEG-1001 Cultural Geography - GEG-1003 World Region Geography - GEG-1004 Introduction to Astronomy – GEG-1005</p>
<p>Course Description</p>	<p>GEG-1001: An investigation into the science of the earth's atmosphere and its related weather. Emphasis will be placed on the origin and composition of the atmosphere, earth-sun relationships, radiation, temperature, humidity, condensation and precipitation, air pressure and winds, air masses, climates, severe weather, and forecasting. Typical assignments will involve interpretation of weather symbols, the identification of weather conditions, and simple weather forecasting techniques.</p>

	<p>GEG-1003: This course systematically examines present-day cultural landscapes in an attempt to ascertain the spatial manifestations of various cultural elements: demography, migration, language, religion, agriculture, political/economic systems and urbanization. Geographical analysis is emphasized as an important tool that can be applied to find solutions to the problems confronting humankind at various scales (local, regional, and global).</p> <p>GEG-1004: This is a survey course that examines each of the world's major geographical realms: Europe, Russian Realm, East Asia, Southeast Asia, South Asia, North Africa and Southwest Asia, Sub-Saharan Africa, Australia/Oceania, South America, Latin America and North America. A systematic review is conducted of the unique physiographic, climatic, cultural, historical, political, and economic elements that define and differentiate these regions.</p> <p>GEG-1005: Astronomy, one of mankind's oldest intellectual pursuits, continues to both intrigue and awe man, even after 5,000 years. This course is designed to meet the needs of those students who merely have a cursory interest in the where, what, and how of cosmic phenomenon such as the sun, moon, planets, stars, meteors, comets, and constellations. Also, we will speculate on the why and when of black holes, and the possibility of life in space. Weather permitting, we will have laboratory sessions on stellar observational equipment and techniques. – DISCONTNUED.</p>					
	Year 1	Year 2	Year 3	Year 4	Year 5	
	Number of Students Enrolled	2019	2020	2021	2022	2023
	GEG-1001	74	86	87	107	105
GEG-1003	30	31	35	40	50	
GEG-1004	11	15	34	46	39	
GEG-1005	13	21	27			
Credit Hours Produced	2019	2020	2021	2022	2023	
GEG-1001	296	344	348	428	420	
GEG-1003	90	93	105	120	150	
GEG-1004	33	45	102	138	117	
GEG-1005	52	84	108			
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	2019	2020	2021	2022	2023	
GEG-1001	69%	83%	71%	76%	73%	
GEG-1003	83%	84%	100%	85%	84%	
GEG-1004	91%	73%	97%	87%	90%	
GEG-1005	92%	100%	93%			

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	GEG-1001: P1 909L GEG-1003: S4 900N GEG-1004: S4 900N GEG-1005: P1 906L
How does the data support the course goals? Elaborate.	Student success in the geography discipline has remained solid. Course offerings and scheduling meet the needs of students studying in the CTE and transfer options. Overall analysis of success rates indicates a very good level of performance across all courses. As mentioned previously, 82.4% of students pass courses with a grade of C or better.
What disaggregated data was reviewed?	Disaggregated data reviewed included age, gender, enrollment status, ethnicity, highest degree earned, and educational goal.
Were there identifiable gaps in the data? Please explain.	Significant gaps in the College data were not found. The department is aware that figures could be better in the area of non-traditional enrollment. Also, the percentage of women enrolled is 16 percentage points higher than men. Hispanic enrollments have increased to 19.3%, up from 16% five years ago. Enrollments of African American students remains very low at only 2%.
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.	<ol style="list-style-type: none"> 1. Exploration of dual credit offerings. (Academic year 24/25 and beyond) 2. Possible creation of an additional geography course with a lab to replace astronomy. (Academic year 25/25) 3. Hiring and training of a new dean due the impending retirement of the current dean who has been in his current position for 30 years. (Fall semester 24 and January of Spring semester 25) 4. Continued conference attendance and development of new course modules (Academic year 24/25 and beyond)
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has a number of programs and departments designed to address equity gaps, including racial equity gaps. Examples the Office of Project Success; the Diversity, Equity, and Inclusion Committee; the Center for Accessibility and Neurodiversity; and the Writing and Assessment Center.
Rationale Provide a brief summary of the review findings and a rationale for any future	The discipline of geography and its faculty continue to perform very well. A major finding of this review is the importance of the replacement of the Dean of Natural Sciences and Business; the possible creation of a new geography course, and the continued creation of new course modules along with dual credit offerings.

modifications.	
Resources Needed	Funds from the general education fund, professional development funds, geography faculty, College administration, and staff.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Natural Sciences and Business, geology faculty, College administration and division staff.

Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2019-2023
Discipline Area:	Physical and Life Sciences – Geology
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives of the discipline?</p>	<p>The discipline objective is to provide excellent instruction and assessment in student learning in all courses resulting in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for employment in the workforce and future courses of study.</p> <p>Natural Disasters – GEL 1005</p> <ul style="list-style-type: none"> • To communicate effectively • To apply critical. logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion <p>Introduction to Oceanography - GEL 1006</p> <ul style="list-style-type: none"> • To communicate effectively • To apply critical. logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion <p>Environmental Geology – GEL 1007</p> <ul style="list-style-type: none"> • To communicate effectively • To apply critical. logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion • To recognize how personal choices affect self and society <p>Physical Geology</p> <ul style="list-style-type: none"> • To communicate effectively • To apply critical. logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion <p>Historical Geology</p> <ul style="list-style-type: none"> • To communicate effectively • To apply critical. logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion

<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>The discipline review indicates that the objectives are being met. Rates of student success have remained excellent over the past 5 years with 91.0% of all students completing geology courses earning a grade of C or better.</p>
<p>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?</p>	<p>Geology courses contribute to numerous future fields of study for students. These include education, environmental engineer, geologist, seismologist and oceanographer to name a few. The College has a variety of services and programs to address equitable access. As an example, the Center for Accessibility and Neurodiversity works closely with faculty and students to provide appropriate accommodations for those students who need them in order to remove barriers to provide the best opportunity for success.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>All outlines for geology courses have been updated within the past two years, ensuring a current review of course objectives, content, and delivery.</p> <p>The full-time instructor has developed new course modules using data to increase active learning and have discussions on a variety of topics like ocean chemistry and topography.</p> <p>The rearrangement of the lab space has facilitated interactive learning along with the use of the latest instructional technologies.</p>
<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As content experts, faculty are provided professional development to remain current in their fields. If faculty find that new substantive changes are warranted, they are expected to update the program's content by bringing their proposals for change to the Curriculum Committee for review and approval. Course changes may be minor, such as the change of course prerequisites, or more extensive, such as the development of new courses.</p> <p>Faculty and deans also review student completion rates for individual courses, and the Assessment and Curriculum Committees regularly host workshops during faculty development days to help faculty update course outlines and syllabi and reflect on assessment data. These data reviews can help determine if changes are warranted.</p>

1.2 How will students be informed or recruited for this discipline?	The college's Director of Admissions and the College's Recruitment Specialist play a major role in recruitment. In conjunction with faculty, students are recruited with high school visits and activities on the IVCC campus, College events, and annual publications.
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?	Nothing has been added.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Five total courses are offered. GEL 1005 and 1006 see the largest 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?)	Costs include general classroom instruction software, laboratory supplies, and faculty salaries and fringes. Costs compare favorably with other disciplines. Lab courses have a higher cost than lecture only courses. Student lab fees are assessed on a course-by-course basis to cover these costs. The geology department has one full-time faculty member.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps are taken to ensure minimum enrollment criteria are met for each section offered within the discipline. Enrollment figures also guide staffing needs. The Dean ensures that overscheduling does not occur. Quotes are also obtained for all purchases. This ensures the best price for each order.
2.3 Is there a need for additional resources?	Not at this time.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Yes. Each course is offered F2F or online only. <ul style="list-style-type: none"> • GEL 1005 Online • GEL 1006 F2F • GEL 1007 F2F • GEL 1008 F2F • GEL 1009 F2F

<p>3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>Not applicable.</p> <p>All courses have free tutoring. Faculty use office hours and other times to meet with students. The Center for Accessibility and Neurodiversity works with students and faculty to provide accommodations for students in need. The College also has a full-time laboratory assistant to instruction in biology. This person is available to assist students with laboratory work and assignments outside or regularly scheduled lab time.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The College has a very thorough formal evaluation process in place for all pre- and post-tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluation are included in this effort. Adjunct faculty are evaluated primarily by student evaluation each semester. The dean also conducts classroom evaluations of all new adjuncts and as necessary for more experienced adjuncts.</p>
<p>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?</p>	<p>All professional development is offered to full and part-time faculty. The following is a listing of activities.</p> <ul style="list-style-type: none"> • In-service and professional development day each semester • FT faculty have access to professional development funds for conferences, graduate coursework, and instructional materials • PT faculty participate in an adjunct orientation each semester • Dual credit faculty participate in an annual workshop • All faculty are invited to attend division meetings scheduled throughout the fall and spring semesters. • The college's Center for Excellence in Teaching, Learning, and assessment offers workshops and webinars for all faculty throughout the year. • Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee; the Assessment Committee; and International Education. <p>Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee, the Assessment Committee, and International Education.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All faculty work with the dean to submit syllabi when called for review by the IAI Geology panel. None of the faculty currently serve on an IAI review panel.</p>

<p>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?</p>	<p>All faculty are encouraged to provide timely feedback on all assessments and maintain an updated grade book on the LMS, and they are required to maintain office hours and submit 10th day and midterm attendance verification. At-risk students can be identified through these means and through the retention Alert Form, which can be submitted by faculty for issues related to attendance, participation, missing assignments, low test scores, technology, and other needs. Faculty can also notify counselors or the Dual Credit Coordinator, and refer students to the Tutoring and Writing Center or the Center for Accessibility and Neurodiversity.</p> <p>Information about these services is provided at Convocation, through the syllabus, through the LMS, through the College website, and through advertisements on TV monitors on campus. Faculty also inform students about these services at the beginning of the semester and as needed throughout the semester. Additional outreach is also sent to students who identify as a special population via e-mail, text message, and in-person communication about special population support services such as Project Success.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Geology transfer courses are core courses in the Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs. The courses can also provide students with an elective credit option for their programs of study.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Courses that are approved for IAI transfer are revised when the IAI updates course requirements. In Spring 2022, all course outlines were revised to reflect the college’s new Institutional Learning Outcomes and any new teaching modalities for the course (particularly “online” and “virtual class meetings”).</p> <p>The curriculum is also revised on a regular basis when:</p> <ul style="list-style-type: none"> • A new textbook is adopted • Student deficiencies are identified • New technology is incorporated • The scholarship of teaching identifies a new approach to the material <p>Other considerations include student assessment data, comments in the Student Course Feedback Survey, faculty strengths and qualifications, student learning needs, a review of syllabi by the dean, and recommendations for best practices from the Teaching and Learning Committee.</p>

<p>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?</p>	<p>Retention and success rates are reviewed. The Grade Distribution Report shows success rates in each course section, and comparisons can be made by course modality. Other types of reviews are the faculty classroom observation and the Student Course Feedback Survey.</p> <p>The College reports disaggregated student data in the IPEDS report, and some committees review specific data about online education or dual credit. Disaggregated data based on specific student populations is reported to the Board of Trustees every Spring and Fall semester; reports are available on the College's website.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Student success is determined by earning a grade of C or better as well as the feedback that is found on assessment of student learning.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>New modules were created for several geology courses to keep content current, especially with the use of data. Data information recorded and studied teaches students real world use of this information.</p> <p>The virtual reality sandbox needs to be replaced.</p> <p>Steps must be taken to replace the discontinued lab manuals for GEL 1007, 1008, and 1009.</p>

<p>List any barriers encountered while implementing the discipline.</p>
<p>None at this time.</p>

<p align="center">Performance and Equity</p>	
<p align="center">Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</p>	
<p>Academic Discipline Area</p>	<p>Geology</p>
<p>Course Title</p>	<p>Natural Disasters - GEL-1005 Introduction To Oceanography - GEL-1006 Environmental Geology - GEL-1007 Physical Geology - GEL-1008 Historical Geology - GEL-1009</p>
<p>Course Description</p>	<p>GEL-1005: This is an introductory course in the study of the interactions between human activities and hazardous natural processes. An overview of modern concepts in geology and other earth sciences is followed by an in-depth examination of natural hazards including the nature of hazards, human impacts on hazardous processes, the impact of hazards on humans, and human responses to hazards. This course provides instruction in applied geology and other earth sciences and scientific reasoning that is useful to all students.</p>

	<p>GEL-1006: The course focuses on the marine environment as a unique feature of the planet earth and investigates areas of intense and public concern--the pervasiveness of the ocean and its effect on the earth's weather, its stunning physical size and diversity of contained life forms, its contributions to the physical and historical development of man, its impact on geopolitical and economic matters, the impact of oceanic pollutants, and the potential exploitation of marine resources.</p> <p>GEL-1007: This is an introductory course in the study of the interactions between human activities and the earth and geologic processes. An overview of modern geologic concepts is followed by an in- depth examination of natural hazards, natural resources, waste management, environmental restoration and land-use planning. This course provides instruction in applied geology and scientific reasoning that is useful to all students.</p> <p>GEL-1008: An introduction to the study of the earth as it is carried on by geologists. Geological principles and processes dealing with mineral and rock identifications, plate tectonics, crust deformation by folding, faulting, and volcanism, and landforms produced by erosional agents are some of the topics covered. Experience in aerial photo and topographic map interpretation is provided in laboratory exercises.</p> <p>GEL-1009: This course is an introductory study into the origin and structure of the earth. Emphasis will be placed on North America, dealing with the growth of continents, and mountain building. The course includes a study of evolutionary changes occurring in plant and animal life as documented by fossil remains and the interpretation of geologic forces by means of topographic and geologic maps. Field trips are an integral part of the course.</p>					
	2019	2020	2021	2022	2023	
	Number of Students Enrolled					
	GEL-1005	65	65	50	48	41
	GEL-1006	20	32	26	16	35
GEL-1007	31	22	15	10	18	
GEL-1008	41	41	33	20	24	
GEL-1009	7	13	15	4	10	
Credit Hours Produced						
GEL-1005	195	195	150	144	123	
GEL-1006	60	93	78	48	105	
GEL-1007	124	88	60	40	72	
GEL-1008	164	164	132	80	96	
GEL-1009	28	52	60	16	40	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students						
GEL-1005	94%	85%	86%	81%	83%	
GEL-1006	80%	100%	92%	100%	97%	

GEL-1007	90%	91%	100%	100%	89%
GEL-1008	88%	93%	97%	90%	96%
GEL-1009	86%	100%	80%	100%	90%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	GEL-1005: P1 908 GEL-1006: P1 905 GEL-1007: P1 908L GEL-1008: P1 907L GEL-1009: P1 907L				
How does the data support the course goals? Elaborate.	Student success in the geology discipline has remained solid. Course offerings and scheduling meet the needs of geology students. Overall analysis of success rates indicates a very good level of performance across all courses. As mentioned previously, 91.0% of students pass courses with a grade of C or better.				
What disaggregated data was reviewed?	Disaggregated data reviewed included age, gender, enrollment status, ethnicity, highest degree earned, and educational goal.				
Were there identifiable gaps in the data? Please explain.	Significant gaps in the College data were not found. The department is aware that figures could be better in the area of non-traditional enrollment. Also, the percentage of women enrolled is 16 percentage points higher than men. Hispanic enrollments have increased to 19.3%, up from 16% five years ago. Enrollments of African American students remains very low at only 2%.				
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.	<ol style="list-style-type: none"> 1. Exploration of dual credit offerings. (Academic year 24/25 and beyond) 2. Replacement of the virtual reality sandbox needed to project topography on a variety of surfaces. (Fall 2024 semester) 3. Hiring and training of a new dean due the impending retirement of the current dean who has been in his current position for 30 years. (Fall semester 24 and January of Spring semester 25) 4. Continued conference attendance and development of new course modules (Academic year 24/25 and beyond) 				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has a number of programs and departments designed to address equity gaps, including racial equity gaps. Examples the Office of Project Success; the Diversity, Equity, and Inclusion Committee; the Center for Accessibility and Neurodiversity; and the Writing and Assessment Center.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The discipline of geology and its faculty continue to perform very well. A major finding of this review is the importance of the replacement of the Dean of Natural Sciences and Business; the proper training of the new dean; along with the continued creation of new course modules and possibly dual credit offerings.
Resources Needed	Funds from the general education fund, professional development funds, geology faculty, College administration, and staff.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Natural Sciences and Business, geology faculty, College administration and division staff.

Academic Disciplines	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	FY2019-2023
Discipline Area:	Physical and Life Sciences – Physics
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Objectives What are the objectives of the discipline?</p>	<p>The discipline objective is to provide excellent instruction and assessment in student learning in all courses resulting in course completion and student success. Students complete courses to fulfill degree requirements as well as to prepare for employment in the workforce and future courses of study.</p> <p>General Physics (Mechanics) – Engineering – PHY 1001</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>General Physics (Heat, Wave, Motion, Sound and Electricity) – Engineering – PHY 2001</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>General Physics – (Electricity, Magnetism, Light and Modern Physics) – Engineering – PHY 2002</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>General Physics (Mechanics, Heat, Wave, Motion, and Sound) – LAS – PHY 2003</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion. <p>General Physics (Electricity, Magnetism, Light, Atomic and Nuclear Physics) – LAS - PHY 2004</p> <ul style="list-style-type: none"> To apply critical, logical, creative, aesthetic, or qualitative analytical reasoning to formulate a judgement or conclusion.
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>The discipline review indicates that the objectives are being met. Rates of student success have remained excellent over the past 5 years with 90.4 % of all students completing physics courses earning a grade of C or better.</p>

<p>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?</p>	<p>Physics courses contribute to numerous future fields of study for students. These include education, engineering, data analysis, and medicine, to name a few. The College has a variety of services and programs to address equitable access. As an example, the Center for Accessibility and Neurodiversity works closely with faculty and students to provide appropriate accommodations for those students who need them in order to remove barriers to provide the best opportunity for success.</p>
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<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>The numbering and scheduling of the engineering sequence courses has been changed effective with the Fall 2023 semester. This was necessitated due to changes in the admission process at the University of Illinois. The numbering also aligns better with the State of Illinois numbering system for the physics sequence. PHY 1001 is now 2011, PHY 2001 is now 2012, and PHY 2002 is now PHY 2013. The IVCC sequence has been changed so that PHY 2102 is now offered in the Fall semester of the second-year sequence for students. Completion of this course is required by the U of I at this time so that students can apply for admission into the engineering program. Plans also call for a renewed student recruitment effort due to declining enrollment numbers.</p> <p>The rearrangement of the lab space has facilitated interactive learning along with the use of the latest instructional technologies.</p> <p>All outlines for physics courses have been updated within the past two years, ensuring a current review of course objectives, content, and delivery.</p>
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<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As content experts, faculty are provided professional development to remain current in their fields. If faculty find that new substantive changes are warranted, they are expected to update the program's content by bringing their proposals for change to the Curriculum Committee for review and approval. Course changes may be minor, such as the change of course prerequisites, or more extensive, such as the development of new courses.</p> <p>Faculty and deans also review student completion rates for individual courses, and the Assessment and Curriculum Committees regularly host workshops during faculty development days to help faculty update course outlines and</p>

	syllabi and reflect on assessment data. These data reviews can help determine if changes are warranted.
1.2 How will students be informed or recruited for this discipline?	The college's Director of Admissions and the College's Recruitment Specialist play a major role in recruitment. In conjunction with faculty, students are recruited with high school visits and activities on the IVCC campus, College events, and annual publications.
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?	Nothing has been added.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Five total courses are offered. PHY 1001 sees the largest enrollment.
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?)	Costs include general classroom instruction software, laboratory supplies, and faculty salaries and fringes. Costs compare favorably with other disciplines. Lab courses have a higher cost than lecture only courses. Student lab fees are assessed on a course-by-course basis to cover these costs. The physics department has one full-time faculty member.
2.2 What steps can be taken to offer curricula more cost-effectively?	Steps are taken to ensure minimum enrollment criteria are met for each section offered within the discipline. Enrollment figures also guide staffing needs. The Dean ensures that overstaffing does not occur. Quotes are also obtained for all purchases. This ensures the best price for each order.
2.3 Is there a need for additional resources?	Not at this time.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g., online, flexible scheduling, accelerated, team teaching, etc.)?	There are no alternative delivery methods for physics courses at this time.
3.2 If the college delivers a course in more than one method, does the	All courses have free tutoring. Faculty use office hours and other times to meet with students. The Center for Accessibility

<p>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?</p>	<p>and Neurodiversity works with students and faculty to provide accommodations for students in need. The faculty member also has the capability to hold office hours within the lab should students need assistance with laboratory studies.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>The College has a very thorough formal evaluation process in place for all pre- and post-tenured, full-time faculty. Classroom evaluation by the academic dean and student evaluation are included in this effort. Adjunct faculty are evaluated primarily by student evaluation each semester. The dean also conducts classroom evaluations of all new adjuncts and as necessary for more experienced adjuncts.</p>
<p>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?</p>	<p>All professional development is offered to full and part-time faculty. The following is a listing of activities.</p> <ul style="list-style-type: none"> • In-service and professional development day each semester • Ft faculty have access to professional development funds for conferences, graduate coursework, and instructional materials • Pt faculty participate in an adjunct orientation each semester • Dual credit faculty participate in an annual workshop • All faculty are invited to attend division meetings scheduled throughout the fall and spring semesters. • The college’s Center for Excellence in Teaching, Learning, and assessment offers workshops and webinars for all faculty throughout the year. • Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee; the Assessment Committee; and International Education. <p>Faculty workshops are regularly hosted by the Faculty Development Committee; the Diversity, Equity, and Inclusion Committee, the Assessment Committee, and International Education.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>All faculty work with the dean to submit syllabi when called for review by the IAI Biology panel. The full-time physics instructor is a former member of the IAI Physics Review Panel, having served five years. None of the faculty currently serve on an IAI review panel.</p>
<p>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</p>	<p>All faculty are encouraged to provide timely feedback on all assessments and maintain an updated gradebook on the LMS, and they are required to maintain office hours and submit 10th day and midterm attendance verification. At-risk students can be identified through these means and through the retention Alert Form, which can be submitted by faculty for issues</p>

<p>supports?</p>	<p>related to attendance, participation, missing assignments, low test scores, technology, and other needs. Faculty can also notify counselors or the Dual Credit Coordinator, and refer students to the Tutoring and Writing Center or the Center for Accessibility and Neurodiversity.</p> <p>Information about these services is provided at Convocation, through the syllabus, through the LMS, through the College website, and through advertisements on TV monitors on campus. Faculty also inform students about these services at the beginning of the semester and as needed throughout the semester. Additional outreach is also sent to students who identify as a special population via e-mail, text message, and in-person communication about special population support services such as Project Success.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Physics transfer courses are core courses in the Associate in Arts, Associate in Science, and Associate in Engineering Science degree programs. The courses can also provide students with an elective credit option for their programs of study.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Courses that are approved for IAI transfer are revised when the IAI updates course requirements. In Spring 2022, all course outlines were revised to reflect the college’s new Institutional Learning Outcomes and any new teaching modalities for the course (particularly “online” and “virtual class meetings”).</p> <p>The curriculum is also revised on a regular basis when:</p> <ul style="list-style-type: none"> • A new textbook is adopted • Student deficiencies are identified • New technology is incorporated • The scholarship of teaching identifies a new approach to the material <p>Other considerations include student assessment data, comments in the Student Course Feedback Survey, faculty strengths and qualifications, student learning needs, a review of syllabi by the dean, and recommendations for best practices from the Teaching and Learning Committee.</p>
<p>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?</p>	<p>Retention and success rates are reviewed. The Grade Distribution Report shows success rates in each course section, and comparisons can be made by course modality. Other types of reviews are the faculty classroom observation and the Student Course Feedback Survey.</p> <p>The College reports disaggregated student data in the IPEDS report, and some committees review specific data about online education or dual credit. Disaggregated data based on</p>

	specific student populations is reported to the Board of Trustees every Spring and Fall semester; reports are available on the college's website.
3.10 How does the college determine student success in this discipline?	Student success is determined by earning a grade of C or better as well as the feedback that is found on assessment of student learning.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The numbering and scheduling of the engineering sequence courses has been changed effective with the Fall 2024 semester. This was necessitated due to changes in the admission proves at the University of Illinois. The numbering also aligns better with the State of Illinois numbering system for the physics sequence. PHY 1001 is now 2011, PHY 2001 is now 2012, and PHY 2002 is now PHY 2013. The IVCC sequence has been changed so that PHY 2102 is now offered in the Fall semester of the second-year sequence for students. Completion of this course is required by the U of I at this time so that students can apply for admission into the engineering program. Plans also call for a renewed student recruitment effort due to declining enrollment numbers.

List any barriers encountered while implementing the discipline.

None at this time.

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	Physics
Course Title	General Physics – PHY-1001 General Physics – PHY-2001 General Physics – PHY-2002 General Physics I: Mech/Therm - PHY-2003 Gen. Phys. II: Elect Mag Op - PHY-2004
Course Description	PHY-1001: This course is for students in chemistry, engineering, and physics. This course includes forces, motion, work and energy, circular and harmonic motion. PHY-2001: This course is for students majoring in chemistry, engineering, physics and mathematics. This course includes the concepts of temperature, heat, molecular and thermal properties of matter, thermodynamics, concepts of waves and wave motion, vibrating bodies, electric fields and electric potential, DC current and circuits. PHY-2002: This course is for students majoring in chemistry, engineering, and physics. This course includes the concepts of magnetic field, A.C. current and circuits electromagnetic waves, light, optics, atomic and nuclear physics.

	<p>PHY-2003: This is the first in sequence of general physics course using a non-calculus-based approach for students majoring in some engineering and technology programs, the life sciences, preprofessional health programs, agriculture, veterinary medicine and the arts. This course includes Newton's Laws, work and energy, momentum, rotational motion, properties of matter, fluids, thermodynamics, waves and sound. IAI: P1 900L</p> <p>PHY-2004: This is the second in sequence of general physics course using a non-calculus-based approach for majoring in some engineering and technology programs, the life sciences, preprofessional health programs, agriculture, veterinary medicine and the arts. This course includes electric forces and fields, electric potential, electric circuits, magnetic forces and field, geometrical optics, and modern physics.</p>				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
PHY-1001	22	21	13	6	13
PHY-2001	13	15	15	5	3
PHY-2002	11	13	12	4	4
PHY-2003	15	7	7	8	6
PHY-2004	6	2	2	4	2
Credit Hours Produced					
PHY-1001	110	105	65	30	65
PHY-2001	52	60	60	20	12
PHY-2002	44	52	48	16	16
PHY-2003	75	35	35	40	30
PHY-2004	30	10	10	20	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
PHY-1001	100%	95%	85%	100%	77%
PHY-2001	92%	87%	87%	100%	100%
PHY-2002	100%	92%	100%	75%	75%
PHY-2003	93%	86%	100%	75%	100%
PHY-2004	83%	100%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	PHY-1001: P2 900L				
How does the data support the course goals? Elaborate.	Student success in the physics discipline has remained solid. Course offerings and scheduling meet the needs of students studying in their chosen degree options. Overall analysis of success rates indicates a very good level of performance across all courses. As mentioned previously, 90.4% of students pass courses with a grade of C or better.				
What disaggregated data	Disaggregated data reviewed included age, gender, enrollment				

was reviewed?	status, ethnicity, highest degree earned, and educational goal.
Were there identifiable gaps in the data? Please explain.	Significant gaps in the College data were not found. The department is aware that figures could be better in the area of non-traditional enrollment. Also, the percentage of women enrolled is 16 percentage points higher than men. Hispanic enrollments have increased to 19.3%, up from 16% five years ago. Enrollments of African American students remains very low at only 2%.
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.	<ol style="list-style-type: none"> 1. Development of recruitment materials including a new brochure. (Fall 2024 semester) 2. Scheduling of recruitment visits, especially with the largest district high schools including LaSalle-Peru, Ottawa, and Streator. (2024/2025 academic year) 3. Possible development of dual credit offerings. (Academic year 24/25 and beyond) 4. Hiring and training of a new dean due the impending retirement of the current dean who has been in his current position for 30 years. (Fall semester 24 and January of Spring semester 25)
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met but improvements continue to be made.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has a number of programs and departments designed to address equity gaps, including racial equity gaps. Examples the Office of Project Success; the Diversity, Equity, and Inclusion Committee; the Center for Accessibility and Neurodiversity; and the Writing and Assessment Center.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The discipline of physics and its faculty continue to perform very well. A major finding of this review is the importance of the replacement of the Dean of Natural Sciences and Business; the proper training of the new dean; initiation of a renewed recruitment effort; and possible creation of dual credit courses to increase enrollment.
Resources Needed	Funds from the general education budget, the division recruitment budget, physics faculty, College administration, and staff.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Natural Sciences and Business, physics faculty, College administration and division staff.

<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 0; font-size: small;">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.</p>	
College Name:	Illinois Valley Community College
Academic Years Reviewed:	AY2018-AY2023
Review Area:	Financial Aid and Bursar
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.	Isamar Taylor – Financial Aid Director Miguel Hermosillo – Bursar
Mission How does the program/service contribute to the mission of the college?	<p>The Financial Aid Office serves students and families by helping them find sources of financial assistance that give them access to college. We teach people about financial aid programs, how to apply for assistance, how to manage financial aid funds, and how to fulfill their responsibilities as financial aid recipients.</p> <p>The Bursar/Cashier office works with the Financial Aid office and the student population to provide additional payment options to students and families whose tuition is not fully funded by aid, or who do not receive or are not eligible for any financial aid.</p>
Advancement of Equity How does the program/service help advance equity?	<p>The Financial Aid Office aims to reduce financial barriers for students from diverse backgrounds. It provides targeted outreach and support to underrepresented groups, ensuring equitable access to financial resources and information. We participate in a wide variety of community and internal events.</p> <p>The Bursar office provides timely communication to enrolled students. The goal is to inform them, so they make educated decisions about their tuition. We offer various payment options and payment plans so a student can choose and then focus on being successful in the classroom.</p>
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 Cashier/Bursar’s office is responsible for maintaining the College’s accounts receivables functions related to students; sponsors; corporate, community & government agencies; and a myriad of other miscellaneous sources of income received by the College.

One of our main functions is to oversee student accounts. We place an emphasis on providing excellent customer service to our students and are a great resource because we are knowledgeable of the various programs and services available throughout the College. Equally, we are knowledgeable of how other departments directly and indirectly affect student receivables.

What is noteworthy about the Cashier office is that we are consistently reviewing student accounts and we often identify a student whose financial circumstances have changed. To that end, the Cashier/Bursar's office works very closely with many other areas within the College. For example, our office coordinates with the Admissions and Records office and Financial Aid office daily to ensure student account accuracy. We reconcile charges, credits, adjustments, and waivers; determine eligibility for funding from financial aid or other sources; apply payments; process refunds; perform third party billings; and process drops for non-payment.

Each year, we process 1098-T forms for students. In addition, we maintain department web pages, informational flyers, and other related materials for distribution to students regularly. The Bursar office also reviews delinquent accounts and sends out communications. We work with students to set up re-payment schedules prior to sending the account to an outside collection agency. Finally, we maintain the AR/CR student module as it relates to our SIS Ellucian Colleague, as well as work with our outside payment plan and credit card processing providers.

The Financial Aid office is responsible for ensuring that students have the financial support needed to pursue their education. Our overarching goals include:

1. **Providing Financial Assistance:** Helping students and their families find and manage financial aid resources, including scholarships, grants, loans, and work-study opportunities.
2. **Ensuring Compliance:** Adhering to federal, state, and institutional regulations and guidelines to ensure the proper distribution and management of financial aid funds.
3. **Enhancing Access and Equity:** Reducing financial barriers for students from diverse and underrepresented backgrounds through targeted outreach and support services.
4. **Streamlining Processes:** Implementing and maintaining efficient systems for financial aid applications, packaging, and disbursement to improve student experience and

	<p>satisfaction.</p> <p>5. Collaborative Support: Working closely with other departments within the College to provide holistic support to students, including academic counseling, career services, and community resources.</p>
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Objectives are measured through student satisfaction surveys, accuracy of account records, timeliness of transaction processing for both the Bursar and Financial Aid office, and collaboration efficiency with other departments.
<p>Past Program Review Action</p> <p>What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>The IVCC Financial Aid Department has successfully completed the update of its website as part of a College-wide initiative. An in-depth review of content, language, and style was conducted to appropriately support the institution’s mission.</p> <p>In Spring 2022, Ellucian’s Financial Aid Self-service module was successfully installed. As of Summer 2024, Self-service has significantly improved communication with students, enhanced the department’s ability to function virtually and made the system far more user-friendly for all stakeholders.</p> <p>Additionally, departmental staff have been actively encouraged to pursue training opportunities, ensuring continuous growth and the best possible service to our students.</p>
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?	Yes, financial aid services are statutorily required. The College meets all required elements through regular audits, adherence to guidelines, and staff training. The Financial Aid office participates in monthly webinar trainings from the Department of ED, ISAC, NASFAA, etc. to keep up to date with policies and guidelines.
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i> ?	Analyzed through student demographics, application rates, and economic data from the district. There is a high level of low-income students in our district and having financial aid helps them pay for their schooling. Forty percent of IVCC students were awarded financial aid in the form of Federal Pell grants, supplemental educational opportunity grants, and/or Federal student loans.
1.3 If applicable, what is the student usage for this program/service?	<p>In 2023-2024, 22 percent of IVCC students received/used the Federal Pell grant, supplemental educational opportunity grant, and federal student loans.</p> <p>Thirty-one percent of all IVCC students have either federal, state, or other institutional aid.</p>

	Ten percent of students used the payment plan option offered by the Bursar's office.
1.4 How does the student usage compare to assessed need of the program/service?	Usage aligns closely with all assessed needs, ensuring that financial aid resources meet student demands.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Major costs include salaries and benefits, technology upgrades, and professional development.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The Financial Aid offices is funded by the College's Operations Fund. The office utilizes efficient resources allocation, investment in technology to streamline processes, and continuous professional development to maintain high quality services.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Compared against state and national standards; no major audit findings. Adherence to the National Association of Student Financial Aid Administrators (NASFAA) standards and federal compliance guidelines.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Staff hold relevant degrees and certificates and undergo ongoing professional development. Staff often participate in annual conferences, such as Illinois Association of Student Financial Aid Administrators (ILASFAA) and monthly webinars offered by different state and federal agencies. The Bursar offices keep up to date with software used by their department.
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?	<p>In the past few years, the Financial Aid office has improved procedures to package award offers faster and more efficiently. We have rolled out self-service financial aid modules where students can now monitor their financial aid application live. They can view the progress of their application as well as complete verification requirements. Previously, methods such as USPS mail have been used to contact students. Now, we communicate with students more efficiently with the use of emails/text messages and self-service.</p> <p>Additionally, we constantly work with students who need additional help in applying for aid. This is not limited to our IVCC students, as we often service the community too. We are constantly looking for ways to improve our services to students and have taken a student-based approach. We now offer appointments via phone, online, and in-person. We often work with other departments within the College such as the Federal Trio Program-Project Success, the Special Population</p>

	<p>Transitions Specialist, and the Foundation office (which offers scholarships to students annually).</p> <p>The new staff leading the Financial Aid department and bursar are open-minded and welcome change if it's to the benefit of the student</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>The strengths of the program/service include dedicated staff, effective communication, a strong compliance record, and constant professional development opportunities. Collaboration with community organizations, local high schools, and other educational institutions creates a network of support for all students. These partnerships help provide comprehensive resources and services to address the holistic needs of students.</p> <p>The Financial Aid Office provides an online handbook that students can refer to along with their award letter. This handbook covers various guidelines on how to utilize their benefits effectively. Additionally, we have an open-door policy, allowing students to walk in and speak with an advisor at any time during our regular business hours.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Challenges or weaknesses of the program/service include staff turnover, rapid technological changes, and the continuous need for communication improvement.</p> <p>Over the past six months, our office has experienced a significant turnover. Although we have successfully rehired all positions with well-qualified staff, the loss of institutional knowledge has been considerable. Our challenge now is to bring everyone up to speed. Fortunately, the upcoming changes in the FAFSA process will allow us to learn and adapt together and work with other departments, such as the Bursar.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>The Financial Aid and Bursar employees participated in focus groups work, benchmarked with peers, and conducted informal interviews with students to gather feedback.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>The Financial Aid and Bursar offices engage in continuous improvement planning by assessing current practices, identifying areas of enhancements, and implementing strategic initiatives. For example, we are planning to implement a comprehensive student feedback survey to gather actionable insights and enhance service delivery.</p>

<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Data on financial aid applications and awards were reviewed to assess the effectiveness of outreach efforts, identify strengths and challenges, and determine areas needing improvement. Additionally, feedback from other departments such as the Retention office, Bookstore, Foundation, and Academic Counseling was reviewed.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Students who started the enrollment process and their FAFSA during the week prior to classes starting seemed to have a greater percentage of withdrawals from multiple classes throughout the semester compared to students who had their Financial Aid Award Package completed prior to the week before classes started.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The College is seeking opportunities to close the gap and provide equitable access to programs and services through targeted outreach, tailored financial aid counseling, and enhanced application support for underrepresented groups. The tailored outreach by multiple departments to students with outstanding documents showed more student engagement and students getting a Financial Aid Award Package sooner.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The program/service addresses inequities in instructional programs through financial aid workshops, collaboration with academic counselors, the Foundation Office, and provisions of emergency funds. Additionally, the financial aid office helps students who do not qualify for federal student aid complete the Alternative Aid Application for Illinois Financial Aid. There are also other offices/programs within the College that help address some of these inequities, such as BEST, Project Success, Eagles Peak Food Pantry, and the Special Populations Transition Specialist.</p>
<p>Review Results</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Enhance outreach to underrepresented student populations by collaborating with other offices within the College, such as Project Success and Special Population Transition Specialist. Starting Fall 2024, ongoing.</p> <p>Continuous staff professional development on new financial aid regulations and technology, especially with the new FAFSA (Free Application for Federal Student Aid) simplification act. Annual, AY2024-2025.</p>
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Continuous professional development and training for Financial Aid and Bursar staff on cultural competence, equity issues, and best practices for supporting diverse student populations. This includes attending conferences, workshops, and webinars focused on equity in higher education. As a result, staff are better equipped to understand and address the unique challenges faced by minority students, leading to more</p>

	effective support and advising.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The Financial Aid and Bursar offices are effective in providing necessary support but need continuous improvement in addressing equity gaps and adapting to technological changes.
Resources Needed	Additional funding for outreach programs, advanced software for data analysis, professional development, and more technical options for students, such as a secure online portal where they can complete verification requirements virtually.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Financial Aid, Bursar, Compliance Specialist.

Developmental English Language Arts (Reading and Communication Skills)	
College Name:	Illinois Valley Community College
Fiscal Year in Review:	FY2019-FY2023
Review Summary	
<p>Program Objectives What are the objectives or goals of the program?</p>	<p>In general, students in Developmental English and Reading need to demonstrate readiness for credit-level courses.</p> <p>Until Spring 2019, Developmental English and Reading courses were aligned to IVCC's General Education Learning Outcomes related to communication, analytical reasoning, use of technology, and life-long learning skills. In 2019-2020, IVCC transitioned from eight General Education Outcomes to four Institutional Learning Outcomes. Developmental English courses continue to be aligned to the previous Gen Ed Outcomes. Developmental Reading courses were updated in Fall 2023, and they now align to ILOs related to Communication and Inquiry.</p> <p>The ILO for Communication measures whether students can communicate to or with a specific audience, demonstrate purpose and organization, and synthesize and support ideas. The ILO for Inquiry measures whether students can apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgment or conclusion; specific criteria evaluate whether students can gather and select information, analyze or investigate, articulate reasons for decisions or solutions.</p>
<p>To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?</p>	<p>ILO Assessment data for Developmental ELA courses does not exist for the review period in this report. Developmental English courses are still aligned to the previous Gen Ed Outcomes and don't have ILO assessment data. Developmental Reading courses were aligned to the new ILOs only recently. Developmental instructors scored student artifacts in Fall 2023 and Spring 2024, but, as of Aug. 2024, IVCC does not have a process for exporting assessment data from the LMS platform used to score ILO assessments.</p> <p>One outcome indicator is based on passing grades (ABC or Pass) for each Developmental course. This student success data demonstrates that students who remain in the course are generally successful. The success rate for both Developmental English and Reading over the last five years has been in the mid-70s to the lower-80s, which is consistent with the college's overall success rate. However, Developmental courses also have a high drop and withdrawal rate, so there is</p>

	<p>a need for a greater focus on student retention.</p> <p>Another outcome indicator is how well students in co-requisite courses perform in ENG-1001 courses. Over the last five years, over 60% of students who pass the co-requisite ENG-0909 also pass ENG-1001. Students with an Accuplacer WritePlacer score of 5 succeed 15% higher than those with a 4, and students in the co-requisite ENG-0909 succeed at higher rates in ENG-1001 than students who begin in the traditional three-credit Developmental English course.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>Credit-bearing English Composition courses are required as part of the college’s Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies degree programs, and these courses have placement and prerequisite requirements in English and Reading. Students can meet these requirements using a variety of “multiple measures,” or they can complete the Development English and Developmental Reading courses. Developmental courses provide a pathway to credit-bearing English courses for students who do not have any other qualifying “multiple measures,” particularly for returning adult students who do not have a recent SAT or ACT score or a high school diploma. Developmental courses also provide a bridge between Adult and Continuing Education students and credit-bearing courses.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>In Summer 2021, the Writing Center was moved to the Academic Support Center, and it was merged with the Tutoring Center as part of the Learning Resources division, which also includes the Library, the Student Technology Help Desk, the Assessment Center, the Center for Neurodiversity, and the Center for Excellence in Teaching & Learning.</p> <p>Non-credit Skills courses for community members are now being offered through the Tutoring & Writing Center on an informal, self-study basis.</p> <p>In response to DERA legislation, IVCC started using Multiple Measures for placement into credit-bearing English courses in 2018. Students who do not meet the placement requirements through Multiple Measures take a placement exam (using Accuplacer and WritePlacer). The use of Multiple Measures has significantly reduced the number of students enrolling in Developmental ELA courses.</p> <p>In Spring 2020, IVCC stopped offering the lowest level of Developmental English (ENG-0800), and students were moved to the next level ENG-0900. Currently, IVCC offers only the three-credit stand-alone ENG-0900 and a one-credit co-</p>

	<p>requisite ENG-0909. In Developmental Reading, IVCC continues to offer the two levels RED-0800 and RED-0900.</p> <p>The division hired a new dean in Jan. 2022.</p> <p>The Placement Team (which consists of English instructors, academic counselors, and administrators) continue to review Developmental ELA completion and success rates as part of the English Department’s ongoing review for placement cut-off scores for ENG-1001.</p> <p>The lead Developmental instructor retired in May 2023. An existing full-time instructor shifted most of her teaching load into Developmental, and other full-time and part-time instructors have also been teaching Developmental courses.</p> <p>Previously, IVCC offered a combined RED-0800 and RED-0900 at the Ottawa Center and then at the Main Campus, where one instructor teaches both class levels simultaneously. This course format was discontinued at the Main Campus because there is now sufficient enrollment to run these courses separately, and they were discontinued at the Ottawa Center because of the difficulty in meeting the needs of all students.</p> <p>IVCC joined the Partnership for College Completion in Fall 2023, and the College is in process of reviewing the Developmental Education program as part of this process.</p>
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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 offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	<p>The course offerings are sufficient to meet student need at the present time. As previously noted, the number of students requiring ENG-0900 has been reduced by Multiple Measures. Additional sections of Developmental courses are added based on enrollment.</p> <p>Course objectives in Developmental Reading courses are aligned with the objectives for both English Composition and Technical Writing courses at IVCC. Basic skills and introductory level essays in Development English prepare students for the academic rigor of ENG 1001/1205.</p> <p>Course objectives for Developmental Reading are designed to increase reading comprehension and prepare students for the demands of college-level reading in all courses.</p>

	Academic support services are also offered through the Academic Support Center, the Writing Center, the Library, and the Center for Accessibility and Neurodiversity.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	The only costs for Developmental ELA courses are staffing, operational expenses such as printing and office supplies, and professional development funding for instructors to attend conferences in Developmental Education.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Funding for Developmental English and Developmental Reading is allocated through the college's annual budgeting process. Funding for faculty professional development is a benefit that's negotiated through the Faculty Union Contract, plus the department budget for Developmental Education includes additional funding for professional development. Students pay tuition for developmental courses, and some courses also include a textbook fee for online inclusive access.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	We do not use grant funding for Developmental ELA courses. Students are charged tuition for developmental courses, and some courses also include a textbook fee.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The academic division is offering a limited number of developmental courses (based on historical trends and enrollment predictions) and adding additional courses as needed. Staffing for Developmental Education is also kept to a minimum. Only one full-time instructor is primarily devoted to Developmental Education. The division also schedules two part-time instructors and overload for one additional full-time instructor.
2.5 Are there needs for additional resources? If so, what are they?	Staffing and professional development funding is currently sufficient for Developmental Education.
Indicator 3: Quality	Response
3.1 How is the college working with high schools to reduce developmental needs?	Almost all high schools in the IVCC district now offer Dual Credit English; as a result, many students are able to complete the English course requirement for an Associate's degree during high school. Most dual credit high school teachers in the IVCC district are now fully qualified to teach Dual Credit English courses. Teachers who are pursuing a Masters in English can become provisionally credentialed to teach dual credit. High school students who place into Dual Credit English courses may also place into the one-credit co-requisite ENG-0909 Developmental English course. These students can enroll in a high school Dual Credit English course concurrently with

	<p>an online ENG-0909 through IVCC.</p> <p>IVCC utilizes Multiple Measures (as required by the DERA legislation) that includes the high school GPA and the SAT/ACT. The use of Multiple Measures has reduced the number of students placing in Developmental ELA courses. Staff from the IVCC Assessment Center provide on-site placement testing at district high schools. The Assessment Center also provides study guides, and prospective students can take the assessment exam more than once.</p> <p>IVCC is collaborating with district high schools to establish Transitional English courses. IVCC currently has agreements with two high schools. Transitional English courses allow graduating high school seniors to enroll directly into English Composition or Technical Writing.</p> <p>IVCC organizes professional development activities such as the Tri-County Regional English Conference for high school and junior high English and Speech teachers, and Dual Credit high school English instructors are invited to a yearly Dual Credit Instructor Orientation.</p>
<p>3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>Developmental English courses are offered in-person, fully online, as late-start 12-week courses, and as 8-week summer courses.</p> <p>Developmental Reading is offered as traditional 16-week in-person courses and as 8-week summer courses.</p>
<p>3.3 What innovation has been implemented or brought to this program?</p>	<p>In Spring 2020, IVCC stopped offering the lowest level Developmental English course ENG-0800. Students who place into ENG-0800 are now placed into ENG-0900.</p> <p>One pilot section of a two-credit Developmental English course ENG-0920 was offered as co-requisite with ENG-1001 in Fall 2018. This co-requisite course has not been offered since Fall 2018 because of the difficulty in aligning student schedules for two courses with the same instructor. Instead, the placement cut-off score was adjusted so that more students could qualify for the higher-level one-credit co-requisite ENG-0909. The English department is continuing to evaluate success rates for ENG-0909 students with lower placement scores, and the data described above shows that about 60% of these students are successfully completing ENG-1001.</p> <p>The Master Course Outline for Developmental Reading courses were updated in Fall 2023, and the courses were aligned to IVCC's Institutional Learning Outcomes.</p>

	<p>IVCC is currently participating in the Partnership for College Completion program as part of the college's evaluation of Developmental Education programs.</p>
<p>3.4 To what extent is the program integrated with other instructional programs and services?</p>	<p>Developmental English and Developmental Reading are part of the Humanities, Fine Arts, and Social Sciences division, which includes English, Literature, Speech, History, Psychology, Sociology, and many other General Education disciplines. Developmental English and Reading instructors are housed in the English department, and all English instructors (including adjuncts) are able to participate in the same College-wide in-service and faculty professional development activities. English instructors also organize their own department meetings, and they frequently discuss Development Education and placement cut-off scores.</p> <p>Developmental ELA instructors also collaborate with IVCC academic counselors, the Tutoring & Writing Center, the Center for Neurodiversity, and the Assessment Center. Students in Dual Credit English courses may also enroll in online co-requisite Developmental English courses, so instructors may be working with students across the IVCC district.</p> <p>Developmental English courses are pre-requisites for ENG-1001 and Technical Writing, and Developmental Reading courses are pre-requisites for some professional programs, such as Medical Assisting.</p>
<p>3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>IVCC is participating in the Partnership for College Completion program, which is a third-party, faculty-led organization focused on improving student success.</p> <p>IVCC is also collaborating with district high schools to develop Transitional English courses. In collaboration with Seneca high school, ICCB received approval by the ICCB in June 2023 for its the first Transitional English course.</p> <p>Development English and Reading instructors also collaborate with Developmental Math instructors for broader discussions about Developmental Education at IVCC.</p> <p>Developmental, English, and Reading instructors also collaborate closely with Counseling, the Assessment Center, Project Success, the Library, the Tutoring & Writing Center, the Center for Accessibility and Neurodiversity, and the Dual Credit Office.</p>
<p>3.6 How well are completers of developmental courses doing in related college-level courses?</p>	<p>Students in Developmental English and Reading courses have a success rate of about 75 to 80%, which is consistent with the college's overall success rate.</p>

	<p>Students who have successfully completed the traditional stand-alone ENG-0900 Developmental English course have had a range of success rates in English Composition or Technical Writing in a subsequent semester. However, this data is difficult to interpret because it includes the years of the Covid pandemic.</p> <p>AY 18-19: 55% AY 19-20: 84% AY 20-21: 62% AY 21-22: 69% AY 22-23: 63.5%</p> <p>Students who have successfully completed the one-credit co-requisite ENG-0909 have had the following success rates in English Composition or Technical Writing during the same semester:</p> <p>AY 18-19: 71% AY 19-20: 93% AY 20-21: 82% AY 21-22: 71% AY 22-23: 77%</p> <p>Within this group of students, those who scored higher on the Accuplacer WritePlacer placement exam completed ENG-1001 or ENG-1205 with a 15% higher success rate.</p>
<p>3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?</p>	<p>Current practices allow students in Developmental English to complete a credit-bearing English Composition or Technical Writing course within one year. Students who do not place into ENG-1001 or ENG-1205 through one of the Multiple Measures may place into the three-credit stand-alone ENG-0900 developmental course or into the one-credit co-requisite ENG-0909. ENG-0900 allows students to continue into ENG-1001 or ENG-1205 the following semester, while students in ENG-0909 complete ENG-1001 or ENG-1205 concurrently during the same semester.</p> <p>Students who place into RED-0800 need more than one semester to enroll into ENG-1001 or ENG-1205. After completing RED-0800, students will need to enroll into RED-0900 and then into ENG-1001 or ENG-1205. All Developmental Reading courses are full-semester in-person courses that students must take sequentially, not concurrently. Students who place into RED-0900 may enroll into ENG-1001 or ENG-1205 the following semester. Students may also utilize summer term offerings to complete the Reading and ENG-1001/1205 sequence within one calendar year.</p>

	<p>IVCC has already identified the long sequence in Developmental Reading as a possible issue for non-compliance with the DERA legislation, and IVCC plans to identify alternative course sequence options in Reading as part of the Partnership for College Completion. The English department is currently considering alternative course options such as integrated English and Reading developmental courses, accelerated eight-week Developmental Reading courses, one-credit “modular” Developmental Reading courses, summer bootcamps, and self-paced “emporium” style courses.</p>
<p>3.8 Provide a description of the developmental sequence. Colleges may attach a graphic representation.</p>	<p>Students may place out of the developmental sequence with any of the “Multiple Measures” utilized at the College, including the high school GPA and the SAT/ACT score. Students can also complete a Transitional English course at the high school for direct placement into ENG-1001 or ENG-1205.</p> <p>Otherwise, students who take placement testing may place into the three-credit stand-alone ENG-0900 course or into the one-credit co-requisite ENG-0909. Students who complete ENG-0900 can enroll in ENG-1001 or ENG-1205 the following semester. Students in ENG-0909 enroll in ENG-1001 or ENG-1205 concurrently. Students who successfully complete ENG-1001, can advance to ENG-1002.</p> <p>In Developmental Reading, students can place into RED-0800 or RED-0900. Each course is a stand-alone three-credit course with no co-requisite options. Students who complete RED-0800 can proceed to RED-0900 then to ENG-1001 or ENG-1205 in subsequent semesters. Students who place into RED-0900 can proceed to ENG-1001 or ENG-1205 in the following semester.</p>
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>The College offers four non-teaching days that are scheduled for employee in-service and faculty professional development activities. The Center for Excellence in Teaching, Learning, and Assessment also hosts professional development workshops throughout the school year and a Faculty Summer Institute in the summer. Academic committees (especially the Assessment Committee) also regularly provide written and video instructions for assessment. Additional faculty workshops are provided by the Library, International Education, Transformative Growth (for mental health counseling), and other campus offices.</p> <p>Adjunct instructors and dual credit high school teachers also have additional separate professional development workshops through the VPAA’s Office and the Dual Credit Office.</p> <p>Each full-time instructor is provided with \$1,000 per year for</p>

	<p>professional development and \$3,500 every three years for a national conference. The yearly professional development funding can be used for conferences, graduate tuition, or book purchases.</p> <p>Professional development opportunities are also provided through Learning Enhancement Opportunities, Faculty Sabbatical Leaves, and Course Development Stipends. These programs provide support for curriculum development and graduate coursework. Additional professional development funding can be provided by the division office for special projects within a department. The academic division office regularly provides departmental funding for Developmental Education conferences.</p>
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List any barriers encountered while implementing the program.

The two sets of prerequisite requirements (in English and Reading) for English Composition and Technical Writing courses sometimes places a large burden on new incoming students. Students must satisfy prerequisites in both English and Reading before they can register for ENG-1001 or ENG-1205.

The developmental pathway is shorter in English; students can enroll in ENG-1001 or ENG-1205 if they place into ENG-0909. However, students who place into RED-0800 must complete both RED-0800 and RED-0900 before taking ENG-1001 or ENG-1205. The Reading pathway is longer, and a low placement in Reading often delays the student’s progress in English. Student who place in Developmental Reading are prevented from enrolling in English, while students who place in Developmental English can concurrently enroll in ENG-1001 or ENG-1205. Short-term Developmental Reading courses or co-requisite courses in Reading may help students progress through the Reading pathway more quickly.

High school students who place in Dual Credit ENG-1001 with ENG-0909 don’t have the opportunity to take ENG-0909 at the high school. Instead, they must take the course online through the College.

The lowest-level Developmental Reading courses RED-0800 are often low-enrolled, and the College runs these courses at a cost. Low-enrolled courses provide little opportunity for student collaboration and group work. In previous years, the College tried to combine RED-0800 and RED-0900, but these were discontinued because instructors reported they could not address the needs of both student groups simultaneously.

In order to avoid scheduling conflicts, Development ELA courses are often scheduled early in the morning or in the afternoon. These class times tend not to be very popular with students, and many students struggle with tardiness and absenteeism in the early morning classes.

Only one full-time instructor is qualified to teach Development Reading courses.

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS

Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.

<i>COURSE TITLE</i>	Basic Composition I - ENG-0800 Basic Composition II - ENG-0900 English Lab - ENG-0909
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<i>COURSE DESCRIPTION</i>	Composition Development - ENG-0920				
	<p>Basic Composition I is a preparation course before enrolling in ENG 0900, Basic Composition II. The course work focuses on sentence structure, grammar, mechanics, and paragraph writing. Basic Composition I earns 3 credit hours of IVCC credit but does not earn transfer credit hours. The course is evaluated by a letter grading system; however, it is not calculated into the GPA.</p> <p>Basic Composition II is a preparation course before enrolling in the transfer course, ENG 1001, or the communications course, ENG 1205. The course work focuses on writing paragraphs and essays. The course includes a review of functional grammar, usage, and punctuation. Basic Composition II earns three credit hours of Illinois Valley Community College credit, but it does not earn transfer credit hours. Prerequisite: Successful completion of ENG 0800 or appropriate score on the Next Generation Accuplacer test.</p> <p>This individualized course provides opportunities for students to strengthen their writing skills in one or more areas in which they have a demonstrated weakness. It is required for any student who places into ENG 1001 but whose placement writing sample demonstrates one or more areas in which the student needs to improve to succeed in ENG 1001. The student must enroll in and pass this course to receive a passing grade in ENG 1001. Course topics may include the following: pre-writing strategies, essay structure and development, paragraph structure and development, syntax, grammar, mechanics, and revision strategies. Instruction is presented via a number of learning modalities that may include the following: computer programs, videos, books, computer-aided instruction, and/or one-on-one instruction. This course does not receive college credit and is graded on a pass/fail basis.</p> <p>This required course is paired with English Composition I (ENG 1001) for students who meet the ENG 0920 prerequisites. The course provides supplemental instruction in college-level writing skills. Class activities support and complement the 1001 coursework as students gain confidence in themselves as writers, learn to navigate the college environment, and strengthen college-level writing skills. No college credit is given for this class.</p>				
	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
<i>NUMBER OF STUDENTS ENROLLED</i>					
ENG-0800	4	8	--	--	--
ENG-0900	104	96	66	51	45
ENG-0909	27	39	37	55	127
ENG-0920	8	6	--	--	--
<i>CREDIT HOURS PRODUCED</i>					
ENG-0800	12	24	--	--	--

ENG-0900	312	288	198	153	135
ENG-0909	27	39	37	55	127
ENG-0920	16	12	--	--	--
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>					
ENG-0800	100%	100%	--	--	--
ENG-0900	75%	86%	74%	59%	78%
ENG-0909	89%	74%	89%	91%	80%
ENG-0920	100%	100%	--	--	--

REVIEW RESULTS

Rationale

Provide a brief summary of the review findings and a rationale for any future modifications.

ENG-0800 was last offered in Fall 2019, and it is unlikely that the course will be offered again. If offered, the course would add additional time to complete, and it would not align with DERA legislation requirements for timely completion of ENG-1001 within the first academic year.

Students enroll in ENG-0909 concurrently with ENG-1001, and more students are now enrolling in ENG-0909 than in ENG-0900. This placement demonstrates that most Developmental English students do not need a full semester of remediation, and they are able to complete ENG-1001 within their first semester at IVCC. ENG-0909 also has a higher success rate, so this course seems to be a good fit for most students in Developmental courses.

Our work in the Partnership for College Completion is demonstrating that the concurrent enrollment format of ENG-0909 does not make a true “co-requisite” course: students are completing instructional materials and assignments in ENG-0909 that are not directly related to or supporting the work in ENG-1001. ENG-0909 has the opportunity to become more closely aligned to ENG-1001 as a true “co-requisite” supporting course. However, this alignment will be complicated to attain because ENG-0909 serves both English Composition and Technical Writing courses, and each instructor teaches ENG-1001 slightly differently.

ENG-0920 was last offered in Fall 2019. The course has the potential to serve as a single co-requisite / co-enrolled course for all Developmental English students. However, students with low placement scores may need more instruction than what a supportive co-requisite can offer, and the placement and success data is showing that most students are served well by ENG-0909. Additional sections of ENG-0920 would also be difficult to expand on a broader scale; the course follows the ALH model with a single instructor and with half the students in the developmental portion. This is difficult to coordinate with diverse student and instructor schedules, which is why the

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>course was discontinued.</p> <p>ENG-0800 will likely be eliminated. However, the absence of this course creates a larger divide for low-placement students in Adult Education courses who are trying to transition to for-credit academic programs.</p> <p>An opportunity exists to allow students in RED-0900 to concurrently enroll in ENG-0909 and ENG-1001/1205. At this time, students must complete the Reading course first before they can enroll in the co-requisite ENG-0909, even if their placement score is higher in English.</p> <p>The curriculum content of ENG-0909 should be reviewed and possibly revised to align more closely to ENG-1001 and ENG-1205 as a true co-requisite and supporting course. However, as noted above, this alignment will be difficult to accomplish.</p> <p>If ENG-0920 is selected as the single co-requisite course, its curriculum will need to be drastically revised so it can align closely with ENG-1001 and ENG-1205 and also provide additional instruction for low-placement students. The ALH enrollment model with half the students in the developmental portion may not be scalable.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>One of the most useful action steps will be to implement the recommendations developed out the Partnership for College Completion. Recommendations may include methods for integrating Developmental Reading and Writing courses and for shortening the Developmental Reading sequence so it is in compliance with DERA legislation.</p> <p>Another useful action step will be to improve the process of collecting and analyzing ILO Assessment data out of the LMS platform.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Professional development training for all full-time faculty in the past two years has focused on equity, with presentations by external speakers. Instructors have also redesigned assignments for accessibility and equity, particularly in the transition to a new LMS platform. The College has also recently developed an Equity Plan, and it has added a DEI Goal to the Academic Strategic Plan.</p>

Resources Needed	<p>Disaggregated data would be useful in order to evaluate to student success and ILO Assessment results alongside student demographics in race and gender.</p> <p>It would be useful for all English Composition instructors to be familiar with ENG-0909 and teach both ENG-0909 and ENG-1001 concurrently.</p> <p>ENG-0920: Faculty teaching schedules and perhaps the in-person course schedule would need to be modified so instructors can teach this additional two-credit course so the course will fit into a typical student's first-semester schedule.</p>
Responsibility Who is responsible for completing or implementing the modifications?	The English department and the division dean, with approval from the VPAA and the Curriculum Committee.

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS					
Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	Basic Reading I (RED-0800) Basic Reading I (RED-0900)				
COURSE DESCRIPTION	<p>RED-0800: This course is designed to help students build a foundation of basic word analysis, vocabulary and reading skills. Students will be introduced to various study strategies to promote academic success. The course will build on students' strengths and is recommended for students who need an intensive review of the basic reading skills necessary for successful comprehension.</p> <p>RED-0900: This course is designed to enhance student knowledge of word analysis, vocabulary, comprehension, digital literacy, and academic honesty. It explores and practices critical reading and thinking. Students will be introduced to study and test-taking strategies that promote academic success. This course builds on students' strengths and is for those who need greater efficiency in the reading skills necessary for academic success.</p>				
	2019	2020	2021	2022	2023
NUMBER OF STUDENTS ENROLLED					
RED-0800	17	17	10	12	24
RED-0900	91	88	60	65	78
CREDIT HOURS PRODUCED					
RED-0800	51	51	30	36	72
RED-0900	273	264	180	195	234
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
RED-0800	76%	88%	90%	75%	71%
RED-0900	74%	82%	77%	74%	81%
REVIEW RESULTS					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	<p>RED-0800 currently does not align with DERA legislation requirements for students to complete a credit-bearing English course within the first year. Additionally, the low enrollment of RED-0800 suggests that RED-0800 can stop being offered, or components of the course can be integrated into RED-0900.</p> <p>Nevertheless, RED-0800 currently has sufficient enrollment, and this demonstrates that several students need remediation at the lowest levels. Students in the Adult Education program may also need RED-0800 as a pathway to credit-bearing courses. Instructors in reading-intensive courses such as History and Philosophy also report anecdotally that students struggle with basic reading assignments in their courses. There continues to be a consistent need for Remedial Reading</p>				

	<p>courses, even if most students are placing in the higher-level course.</p> <p>The success rate in both Developmental Reading courses is good.</p> <p>Students are mostly placing into the highest level of Developmental Reading RED-0900. This suggests that most Reading students may need only little remediation, and it may be possible to integrate Reading components into an integrated Developmental English and Reading course and also to make this course a co-requisite or co-enrolled with ENG-0909 and ENG-1001.</p>
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Any of the options listed above would require significant modification and revision to the existing course curriculum.</p> <p>Students who place into any Developmental Reading course are not able to enroll into credit-bearing English courses, even if they have a high English placement score. These students would benefit from a co-requisite Reading course that would allow students to enroll into ENG-1001 or ENG-1205 concurrently.</p> <p>Many Best Practices for Developmental Education demonstrate that components of Developmental Reading and Developmental English can be combined into a single integrated Developmental English/Reading course.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Reading instructors should continue to participate in the Partnership for College Completion. Current on-going participation is focusing much attention on Reading courses, and this participation may provide a useful framework for a program review and curriculum development.</p> <p>The Developmental Reading sequence will need to make some modifications in order to become compliant with DERA legislation.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>As noted above, professional development training for all full-time faculty in the past two years has focused on equity, with presentations by external speakers. Instructors have also redesigned assignments for accessibility and equity, particularly in the transition to a new LMS platform. The College has also recently developed an Equity Plan, and it has added a DEI Goal to the Academic Strategic Plan.</p>

Resources Needed	<p>Additional part-time instructors with a Reading credential would help with staffing needs.</p> <p>Disaggregated data would be useful in order to evaluate to student success and ILO Assessment results alongside student demographics in race and gender.</p> <p>Reading instructors may also need curriculum development support and professional development in order to create a single integrated Developmental Reading/English course.</p>
Responsibility Who is responsible for completing or implementing the modifications?	The English department and the division dean, with approval from the VPAA and the Curriculum Committee.

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2019-2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Accounting (AAS.ACT)	Degree	60	52.0301	CERT.ACT, CERT.ACT.ADV
Accounting (CERT.ACT)	Cert	21	52.0302	
Advanced Accounting (CERT.ACT.ADV)	Cert	29	52.0302	CERT.ACT.ADV
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The program is designed to prepare students to enter the workforce in an entry level accounting position. The program can also be used towards entrance to a university program. Specific program goals for students are as follows: 1. Be able to prepare in good form a full set of financial statements. 2. Be able to analyze financial statements using ratio analysis. 3. Be able to prepare payroll and complete the required state and federal tax forms. 4. Be able to apply various product costing methods including job-order costing, process costing, and variable costing. 5. Be able to use popular accounting software such as QuickBooks and Excel in various accounting applications.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Analysis of the program reveals that the objectives are being met. Seventy-four students have obtained a certificate and/or AAS degree over a 5-year period. A similar number have chosen the transfer option. The program has a successful course completion rate of 78.3% with students earning grades of A, B, C or P. Acquisition of knowledge and skills is assessed with exams, quizzes, papers, class presentations, and project work.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The recommendation was to continue the program with minor improvements. Yes, this was completed. Actions and improvements include the following:		

	<p>1. Recruitment efforts have been made by the College and the department to reach out to non-traditional students.</p> <p>2. Efforts have been made to continue to promote our partnership with the Franklin University bridge program for AAS graduates to continue with Franklin to earn a Bachelor’s degree.</p> <p>3. Efforts continue to explore new internship opportunities for students.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Ms. Amber Fox – Program Coordinator/Faculty Ron Groleau – Dean of Natural Sciences and Business Both involved in program review and report preparation.</p> <p>Ms. Dawn Watson –Institutional Research Data Analyst Provided reports and data.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Accounting Advisory Committee meets annually and plays a key role in decision making related to the Accounting curriculum and instructional processes. The committee is made up of accounting professionals, College instructors, a counselor, and students. Meetings are also attended by the VPAA and IVCC Business Program Coordinator/faculty member.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>The program requires the students to take and successfully complete the Introduction to Accounting ahead of enrolling in more advanced courses such as managerial and cost accounting. Baseline knowledge gained is necessary for success in the more advanced courses. No revisions are recommended moving forward.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Not applicable.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the EMSI 2022 Employment data, the need for accounting professionals remains solid. LaSalle County and the surrounding counties of Bureau, Putnam, Lee, Livingston, Marshall, Grundy, and DeKalb counties show that the average annual openings are especially good in the areas of Bookkeeping, Accounting, and Auditing Clerks (1534 openings</p>

	for 2022); Accountants and Auditors (766); and financial Managers (624).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to the EMSI employment data, the demand for accounting professionals has been consistent and steady. Analysis for the next five years indicates a 5.5% increase over the next 5-year period.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	EMSI labor market data is used and 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?)	The program has a full-time program coordinator who has primary responsibility for recruitment. The faculty member works in conjunction with the college’s Director of Admissions and Records and the division dean, who also play a major role in recruitment. Students are recruited with high school visits, College events and activities, various media posts, and annual publications.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The College uses an annual internal review program for each CTE program. Labor market needs, current and past enrollments, and program expenses and revenue are reviewed. The College also has a Curriculum Committee which meets monthly to discuss and approve changes in support of students. This committee is composed of faculty, staff, and administration.
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.	A review of the program course scheduling revealed that the program coordinator course schedule was too heavy and needed to be reduced in order to allow her to perform other aspects of her job more efficiently. A new adjunct instructor has been hired who is available to teach classes during the day.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • 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 	<p>Costs include general operating expenditures including instructional supplies, faculty salaries/fringes, and student fee reimbursable expenditures. Costs when compared with other College programs compare very favorably. The latest program review of FY 2022 reveals the program generated a net income of \$33,618.00. Costs for the program are paid primarily by the College Educational Fund. The Perkin’s grant contributes a small amount occasionally to instructional supplies and faculty travel/student activities.</p> <p>FY 22 figures for the program show the following: Revenue - \$132,366.00 Student to faculty ratio – 18:1 The course/section fill rates – 48.5% Enrollment trends – 10.8% increase in credit hours for FY 22 Credit hours earned year to year: FY 21 – 733; FY 22 - 812</p>

<ul style="list-style-type: none"> • Scheduling efficiency 	<p>Scheduling efficiency: Very good. 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.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost effectiveness of the program has dramatically improved. After running in the red FY 18 through FY 2021, the program saw a net income in the black of \$33,618 in FY 22. This is due primarily to the fact that a full-time faculty member retired and was not replaced. Course offerings, while still meeting student needs, have also been reduced.</p>
<p>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.</p>	<p>Not applicable. Nearly 100% of program costs are covered by the College educational fund.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>The costs of the accounting program are very reasonable. In addition to tuition (which saw its first increase this past year after a 6-year freeze) students only pay a course fee of \$50.00 for the ACT 1280 course – QuickBooks. The course fee is used to pay for the software license of the class. There are no course fees for any of the other accounting courses.</p> <p>Many of our students qualify for financial aid and the College has a foundation program which offers a variety of scholarships annually. Several scholarships for accounting students include:</p> <ol style="list-style-type: none"> 1. David and Deanne Conterio Scholarship (\$500.00) 2. William and Dian Taylor Scholarship (\$1250.00) 3. Richard H. Donnocker Memorial Scholarship (\$1000.00) 4. Frederick B. Rabenstein Memorial Scholarship (\$750.00)
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>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.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>A review of the cost analysis of the program resulted in the decision not to replace one full-time accounting instructor who retired. Classes are able to be staffed by the remaining full-time instructor and adjunct faculty. This has resulted in a major cost savings.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>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?</p>	<p>Delivery methods traditional F2F and online. The success rates for each course compare favorably when looking at FY 23 numbers.</p> <ul style="list-style-type: none"> • ACT 1010 F2F 68.3%, Online 75.0% • ACT 1020 F2F 77.8%, Online 88.9% • ACT 1210 F2F 75.9%, Online 81.5%

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The College ensures this with input from the Curriculum Committee, annual program coordinator workshops in which curriculum issues are reviewed and discussed, and input and feedback from the from the Accounting Advisory Committee and the Assessment Committee. Current and past accounting students serve as members on the advisory committee.</p>
<p>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.</p>	<p>Yes. 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 Accounting 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.</p>
<p>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.</p>	<p>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. It includes a coherent sequence of courses from secondary preparation to a certificate, an AAS degree, and a 3 + 1 agreement with Franklin University. Students may enter the pathway through a high school accounting course or the fundamental course as college credit, by taking the general education courses, or through direct entry into the program. Dual credit opportunities are offered in the general education courses. Students can receive industry recognized credentials along the way such as: the CB (Certified Bookkeeper) and the FPC (Fundamental Payroll Certification). The career pathway is annually evaluated by the accounting program coordinator.</p>
<p>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?</p>	<p>Opportunities in the areas such as tax preparation and bookkeeping are embedded throughout the program. Students can receive industry recognized credentials along the way such as the CB (Certified Bookkeeper) and the FPC (Fundamental Payroll Certification). Students also use a developed company to complete a payroll project similar to what would take place in the field. Students also participate in simulated company accounting scenarios.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>There are no dual credit opportunities for accounting courses at this time.</p>
<p>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</p>	<p>Opportunities in the areas of tax preparation and bookkeeping are embedded throughout the program. Students can receive industry recognized credentials along the way such as the CB (Certified Bookkeeper) and the FPC (Fundamental Payroll Certification). Students use a developed company to complete a payroll project similar to what they would experience in the field. Students participate in simulated company accounting</p>

<p>ways can these opportunities be improved?</p>	<p>scenarios. Input is continually sought from advisory committee members and employers to develop material and revise material which closely simulates the world of accounting work they will experience upon graduation.</p>
<p>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).</p>	<p>Industry accreditation is not required.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>As stated above, both the CB (Certified Bookkeeper) and the FPC (Fundamental Payroll Certification) are offered.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are not available.</p>
<p>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.</p>	<p>For the spring 2024 semester, the program had 5 students take the FPC exam with a pass rate of 60%. 5 students also took the CB exam and it is known that at least one passed. The program coordinator plans to keep better track of these numbers moving forward.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The College is a member of the Illinois Articulation Initiative. There are no specific articulations.</p>
<p>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?</p>	<p>Strong partnerships are being pursued with local accounting firms such as Baxter and Killian in Oglesby, IL. As well as Clifton, Larson, Anderson in Princeton, IL.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>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 increase 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</p>

	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?	Each full-time instructor is allotted \$1000.00 annually for professional development. The College annually considers and approves a variety of development opportunities including professional conferences. The College also has the Center for Excellence in Teaching, Learning, and Assessment. Numerous activities/training sessions are offered to all faculty throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College has a Diversity, Equity, and Inclusion Committee and an active plan to promote this initiative. Professional development opportunities are provided.
3.17 What is the status of the current technology and equipment used for this program?	Excellent. All full-time faculty received a new portable laptop computer for the 2022/2023 academic year. All faculty have access to the latest Smart Room Technology.
3.18 What assessment methods are used to ensure student success?	Multiple measures of assessment are used. These include informal assessments such as questionnaires and muddiest point exercises. Traditional assessments include exams, quizzes, class projects, software simulation models, Excel problems, and direct questioning techniques.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared amongst faculty in the accounting program. The annual internal review program also serves as a point of continuous improvement. In addition, the College has an Assessment Committee which has faculty assess institutional learning outcomes for at least one class each semester. Results are shared College-wide.
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?)	One of the revisions made was to incorporate the use of Excel to enhance students' knowledge of functions which will be used in the field of accounting upon their graduation. Activity based learning has increased. As an example, Bizcafe, Monopoly, and The Payroll Project are projects designed for students to acquire a greater understanding and knowledge of accounting and business principles and data used in the real world of work.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction is very good. This information is collected from the advisory committee and conversations with some of our recent graduates. The accounting program needs to consider the development of a formal student evaluation survey.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee plays a key role in the review of and input into every aspect of the program. This includes such things as curriculum, degree and certificate requirements, and knowledge and skills needed by program graduates. The committee meets annually. Engagement can be improved with

	more regular communication with the committee rather than just once per year.
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 and the volunteering of guests speaking on specific topics in classes. Included would be work based opportunities in the field of accounting.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Very satisfied. Employers has expressed their satisfaction in the work our graduates do when entering the workforce. The information is collected from the advisory committee and conversations with various employers throughout the district. Graduates also provide feedback.
3.25 What are the program's strengths?	Excellent full-time and adjunct instructors. The accounting department works closely with the academic business department which further enhances the positive experiences students have in their learning. In addition, the program is one of the only AAS accounting programs in the state currently offering two professional certifications upon completion.
3.26 What are the identified or potential weaknesses of the program?	Additional outreach efforts need to be made to returning adult students. It is the pool of potential students that offers the greatest growth potential for the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Employer feedback through the advisory committee has led to the implementation of professional certifications. In addition, classes have placed a greater focus on group work and payroll skills. Steps need to be considered for graduate survey development.

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	Accounting				
CIP Code	52.0301, 52.0302				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
AAS.ACT	30	33	24	32	25
CERT.ACT	17	30	20	23	21
CERT.ACT.ADV	2	10	10	12	10
Number of Completers					
AAS.ACT	3	2	1	1	2
CERT.ACT	7	3	4	3	3
CERT.ACT.ADV	4	2	1	1	3
Other (Please identify)					

<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.)</p>	<p>Disaggregated data reviewed included age, gender, ethnicity, enrollment status, degree, educational goal, and academic disadvantage status.</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>The accounting program continues to meet its goals along with increasing enrollment numbers in each of its primary enrollment areas including the TWO-YEAR associate's degree, AAS, and certificates. A strong economy has been a challenge to enrollments for sure. A good enrollment of Hispanic students helps us move toward achieving some diversity. 49.4% of students are preparing for a future job and 31.5% plan on transferring upon leaving IVCC.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>More women (67.4%) than men (32.6%) are enrolled in accounting courses. This compares to a 50% population of both men and women in the three-county region. Approximately 66% of students enrolled in accounting courses are 29 or younger compared to 35% of the population in this age range in the three-county region.</p>
<p>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.</p>	<p>The College has embarked upon a new branding and recruitment effort to attract non-traditional students. The College has also hired a Dean for Student Success and emphasis is going to be placed on student retention for the coming year. In an effort to increase success and retention, programs have been created and implemented to help new and 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. Strategies to attract more males to the accounting program need to be considered.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>A review of the population indicates the answer is yes with the exception of the above average Hispanic enrollment.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>A review of the populations indicates a lower number of men in the program along with a higher number of younger students below the age of 30. The Hispanic enrollment is</p>

	higher percentage wise than the number indicated in the district population.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Illinois Valley Community College Accounting Program has continued to be a mainstay AAS program now in its 6 th decade. The curriculum has been continually improved and has now added rigorous certifications along with its long history of rigorous, but fair, academic demands placed on students. This is being do to ensure that expectations of employers and universities are being met.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Graduate survey needs to be developed. 2. More frequent communication with advisory committee members should be considered. 3. The current dean is retiring after 30 years in the position. Faculty need to play a role in the selection and training of the new dean. 4. Dual credit opportunities should be considered with district high schools.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has a number of programs and departments designed to address equity gaps, including racial equity gaps. Examples include the Office of Project Success; the Diversity, Equity, and Inclusion Committee; the Center for accessibility and Neurodiversity; and the Writing and Assessment Center.
Resources Needed	Primary resources for these initiatives will be human resources initially. The administration, Dual Credit Coordinator, faculty, and staff will all play a key role.
Responsibility Who is responsible for completing or implementing the modifications?	The current division dean, accounting faculty, division administrative assistant, and Dual Credit Coordinator.

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2019-2023		
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
CNC Operators (CERT.CNC)	CERT	24	48.0510	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The objective of the Computer Numerical Control (CNC) Certificate Program is to educate the student, with theory and hands-on training, to a degree of competency in the CNC field. The overall objective is to enable the student to perform the associated skillset which will lead to gainful employment.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Students who complete the CNC Program are hired by local businesses. We consistently have businesses looking for CNC Programmers year-round. Some of our students are employed in a related field while completing the coursework, and they are satisfied with the value added to their abilities.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		As a result of the last review, updates in the vertical and horizontal lathes were completed. Also, a proficiency test was developed to accelerate the certificate for students who are employed in the CNC industry.		
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.		Heather Seghi – Interim Dean of Workforce Rebecca Zamora – Dean of Workforce Scott Fox – Program Coordinator		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Internal IVCC Stakeholders: Workforce Development Department staff, Academic Counseling, Career Services and Office of Financial Aid. Internal stakeholders support in marketing, recruiting, enrollment, program support, student success, and removing barriers (financial or other).</p> <p>External partners provide key insight on industry trends and provide partnership opportunities for both staff and students.</p>
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<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>
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<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Program participants must have a high school diploma or GED.</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>

Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>EMSI employment data for the region reveals that there is likely to be an increase of 17-19% in the number of CNC operators and programmers needed in the next three years.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the last five years, there has been a 42% increase in the number of CNC jobs. The demand is expected to increase in the next five years from <10 openings to 16 locally. The Bureau of Labor Statistics shows that Illinois has 1,130 CNC positions currently, and much of the aging workforce will be retiring in the next five years.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The US Bureau of Labor and Statistics provides national industry information. Information covering both national and local trends is discussed at least yearly in Advisory Committee.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The College holds career days, manufacturing expos, and open houses. There are current social media campaigns, College nights, and directed marketing (including high school visits).</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>IVCC requires all career and technical programs to have Advisory Committees. Each Advisory Committee meets annually to ensure that our programmatic offerings are high quality, contextualized, industry relevant, and culturally responsive.</p>

	<p>The Advisory Committee discusses industry trends, employer needs, curriculum, and student outcomes. Advisory committee brings together outside employers, interested community stakeholders, as well as representatives from key IVCC departments such as Student Success and Counseling.</p> <p>Program faculty attend local leadership meetings to discuss changes in industry, as well as national conferences to ensure that content is relevant. Changes to the content of the program are reviewed, vetted and approved through IVCC Curriculum procedures.</p> <p>Students are surveyed about the quality of the instruction and content as well as part of the post class surveys.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Yes.</p> <ol style="list-style-type: none"> 1. Recruitment for this program will need to be addressed in 2024. 2. Since students often leave the program for employment in the industry, internship or work-study programs will need to be developed in the community to allow students to finish their courses at IVCC while filling labor demands in our local community. 3. <p>Actions steps: We will continue to work closely with advisory board members, and we are continually updating our teaching methods, reviewing curriculum options, and equipment to stay relevant.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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 	<p>The majority of the program costs consist of salaries. There was one part-time faculty member (salary \$11,801), and a portion of a full-time faculty’s salary (\$2,341) for FY 2018. Additional operating expenditures for FY 2018 were \$1,948 for instructional supplies.</p> <p>The cost of the CNC program is comparable to other technical certificate programs at the College. There are consumable materials used during hands-on learning.</p> <p>IVCC offers a 24-credit program at approximately \$3,120. An environmental scan completed to review other Illinois community college programs found that other colleges offer similar programs for \$5,000-\$10,000.</p> <p>Costs are primarily paid from the College’s Educational Fund. The moneys are generated from tuition and lab fees. The Perkins</p>

	<p>Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials.</p> <p>The range of faculty to student ratio over the last five years is 1:2-5. The average is 1:4.2.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>IVCC's offers a CNC Certificate over the course of one year. The program courses are offered every 8 weeks. Graduates from this program are qualified for entry level CNC operator positions. Our program impact is significant. 25% of youth in LaSalle County, IL live in households who are making under a livable wage. 41% of all households make under \$50,000. The mean individual per capita income is \$35,000.</p> <p>In the state of Illinois entry level CNC positions start at approximately \$23 an hour. Upon graduation CNC operators make above the local mean individual per capita income at \$47,000+. CNC operator's employers often train in house and our current students are usually eligible for growth opportunities with their employers. While salaries start at approximately \$47,000, experience and additional skills learned provide a yearly income of \$98,000+</p> <p>As stated above, IVCC's current tuition for this opportunity is lower than other colleges in Illinois. This course offering is also significantly lower a traditional four-year degree.</p>
<p>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.</p>	<p>If grant funding was lost, the program costs would be offset by the College's Educational Fund.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>In 2024, IVCC leadership will incorporate affordability assessments as part of an evolving internal review process.</p> <p>IVCC instructors regularly discuss with their Advisory Committee program outcomes and additional programmatic options. This committee regularly conducts reviews and provides suggestions for improvements in accordance to industry standards.</p> <p>There are several opportunities available at IVCC to assist students in overcoming financial barriers to participate in the CNC program.</p> <ol style="list-style-type: none"> 1. Our financial aid office provides students with options who need financial assistance. Opportunities include scholarship and work study opportunities. 2. Our student success office works with students with additional needs and connects them to services like: single parent programs, assistance with transportation, local community resource guide and more.

	<p>In 2024, the College will employ a Student Success Navigator (to be located in the Workforce Department) who will regularly meets with at-risk students to provide them with information on available services.</p> <p>Recruitment efforts by the program give some incumbent workers the opportunity for employer payment of tuition. IVCC's Financial Aid Office works to connect our students to FAFSA, in network scholarships, and local scholarship providers.</p>
2.5 How will the college increase the cost- effectiveness of this program?	Applying for grants, partnering with employers, and local industry leaders in sponsorship/internship opportunities can decrease IVCC's overall programmatic costs.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	N/A
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?	Our courses are presented in the traditional format with classes available every 8 weeks.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	<p>Our CNC Advisory Committee meets annually to ensure that our programmatic offerings are high quality, relevant, contextualized, industry relevant, and culturally responsive.</p> <p>Program faculty attend local leadership meetings to discuss changes in industry, as well as national conferences to ensure that content is relevant.</p> <p>Changes to the content of the program are recommended by Advisory Committee and submitted to IVCC's internal Curriculum Committee for review and approval.</p> <p>The students are surveyed during the class about the quality of the instruction and content as well as part of the post class surveys.</p> <p>Our new Dean is also committed to meeting regularly with departmental coordinators and performing classroom observations to ensure that all faculty have the support they need to effectively teach what is required of them.</p>
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	Yes. A Program Of Study was completed and approved by IBCC for all IVCC Manufacturing programs on 03/28/23.

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>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.</p>	<p>Yes.</p> <p>Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center as Dual Credit. A DOL Apprenticeship is being piloted combining CAD and CNC certificate courses. The CNC Certificate can be stacked with other courses to complete the Engineering Technology AAS Degree. This degree is transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.</p> <p>Explanation: This Program meets the following Career Pathway criteria:</p> <ul style="list-style-type: none"> A- Aligns with the skill needs of industries in the economy of the State or regional economy involved. <i>Current programing meets ICCB and industry standards needed certification and employment.</i> B- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act. <i>Current pathways offer students a certificate that is accepted in Northern Illinois University Bachelors of Applied Manufacturing Technology. Also, completion rates are low because local employers are pulling students who have only completed half of our programs. The skills we are teaching are making them viable and preferred candidates in our community.</i> C- Includes counseling to support an individual in achieving the individual's education and career goal. <i>Students work with counselors at the College to ensure they are enrolled in the course requirements needed for both a certificate program or AAS.</i> D- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. <i>Current lab exemplifies industry standards and the Advisory Committee utilizes industry leaders to ensure that industry relevancy in maintained.</i> E- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable. <i>Current course offerings provide both accelerated learning certificates and traditional learning options.</i>

	<p>F- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential as desired. <i>Our programs offer both dual-credit and pathways to a bachelor's degree at Northern Illinois University.</i></p> <p>G- Helps an individual enter or advance within a specific occupation or occupational cluster. <i>Our main program focus is to help students be marketable and relevant in local and national industry opportunities. Completion rates are low because local employers are pulling students who have only completed half of our programs. The skills we are teaching are making them viable and preferred candidates in our community.</i></p>
<p>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?</p>	<p>The CNC lab is outfitted with a 2024 Haas Minimill vertical milling center. The lab is also equipped with mills and lathes that are used by local industry. Including mills from Fryer and Haas. The lab also, uses lathes from Milltronics and Haas.</p>
<p>3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center as Dual Credit.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Learners spend a majority of their time in lab while enrolled in the CNC certificate courses. Students complete projects that have been developed by our program leaders with support from our local industry.</p>
<p>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).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>A DOL Apprenticeship is being piloted combining CAD and CNC certificate courses. A local manufacturer needs qualified CAD designers who are capable of operating and programing CNC</p>

	<p>machines. The College is currently working with the DOL to offer the courses as an apprenticeship.</p>
<p>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.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The CNC coursework is included in the transfer agreement that IVCC has with Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree.</p>
<p>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?</p>	<p>Yes, partnerships have been formed with Starved Rock Wood Products. Starved Rock Wood Products is working with us to create an apprenticeship for their current and future CNC needs.</p> <p>We also meet quarterly with the Chief Manufacturing Executives group, comprised of local manufacturing executives, to align our activities in our manufacturing programs.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>IVCC's Office of Neurodiversity ensures that students with additional learning needs have equitable access to educational opportunities.</p> <p>The Financial Aid Office and Student Success Office connect students to additional financial and community resources to overcome additional learning barriers.</p> <p>Student surveys collected at the end of every course highlight additional barriers and challenges we need to be aware of.</p> <p>Finally, our Advisory Committee supports us in identifying opportunities to increase outcomes and equitable access.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>IVCC Administration regularly shares industry training opportunities. IVCC also supports professional development opportunities that are brought forth by faculty.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>All staff are required to attend in service training opportunities and HR trainings that train on DEI.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The CNC lab has a representation of equipment that is used in the local industry. This includes a Haas Minimill vertical milling center (purchased in 2024), two mills from different manufacturers (Fryer and Haas), a Haas ST-10 Lathe (purchased in 2018) and a Milltronics lathe.</p>

3.18 What assessment methods are used to ensure student success?	CNC competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are utilized by instructors, leadership, and Advisory committee for direction on continuous improvement.
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?)	New projects have been developed to update the skillsets of the students. One of the new projects the students are completing through the program is a soft face hammer they build for their use in industry.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students express appreciation for the hands-on preparation that they receive from the CNC coursework. Student feedback is collected every semester through the Course Feedback Survey.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee informs the College of new trends in industry.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Chief Manufacturing Executives group meets quarterly. This group is comprised of local area executives that discuss industry needs and trends.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers appear satisfied with the students who complete coursework. Generally, students are hired prior to completion of the certificate, and then we lose them through attrition. We do not currently collect additional employer satisfaction but do get feedback from local industry leadership at Advisory Committee.
3.25 What are the program's strengths?	The CNC offers incredible opportunities for individuals. Whether a student right out of high school, or individual changing careers, this certificate provides impactful opportunities in a current market that seems to be oversaturated with traditional college degrees. The earning potential makes the relatively small investment in our certificate program life changing for many students. The CNC certificate competencies are also skills that are very much needed by local industry employers in LaSalle and surrounding communities.
3.26 What are the identified or potential weaknesses of the program?	Enrollment numbers are still lower than our capacity to serve. Educating others in recruitment and marketing will be key in helping reach out to individuals who may find this particular certificate valuable.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	Based on student and committee feedback, new projects have been developed to update the skillsets of the students.				
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	CNC Operators				
CIP Code	48.0510				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
CERT.CNC	4	4	0	3	4
Number of Completers					
CERT.CNC	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.)	Data reviewed included: age, gender, ethnicity, and student status (part-time/full time).				
How does the data support the program goals? Elaborate.	Data reviewed enables administrators, faculty and staff to explore what type of students are currently interested, as well as how to brainstorm additional outreach for others. It also lets our staff and committees review what type of students and format is best to continue perusing. Example: if part-time or full-time students found more success with program completion and if course offerings need to be modified to enhance success and additional recruitment.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Current demographics indicate that courses are most pursued by white males between the ages of 18 to 61. Demographics highlight the need to engage students of additional ethnicities and genders that are represented in our local community.				

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.	A new Dean of Workforce Development and a new Marketing Director have been hired recently. It is anticipated that these two individuals will collaborate and strategize how to outreach this program further in the community.
Are the students served in this program representative of the total student population? Please explain.	No. Across demographics collected this program is not currently representing IVCC's demographics.
Are the students served in this program representative of the district population? Please explain.	No. Across demographics collected this program is not currently representing the district's demographics.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Based on current employer need and available industry employment this degree is relevant to the district. The program is relatively inexpensive in comparison to additional certificate offerings in Illinois. It also provides a powerful employment opportunity to those who achieve it.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>Work on marketing and additional educational recruitment strategies to the community.</p> <ol style="list-style-type: none"> 1. Update recruitment materials to highlighting cost effectiveness of certificate as well as earning potential. August 2026 2. Partner with local industry leaders to host job fairs for students that will enable them to see jobs and learn what they need to do to get hired by local employers. December 2026 3. Work with marketing to created Job/Workforce Look book for 8th graders as well as high schoolers. May 2026 4. Workforce Experience days for 8th graders and High School students. October 2027
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Additional recruitment is needed to highlight the incredible opportunities our program offers all. The Dean of Workforce Development will be working with marketing and/or the new Workforce Navigator to change recruitment materials and endeavors.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Recruitment and marketing strategies will need to change to address ongoing gaps.

Resources Needed	Grant funding to offset marketing costs, look books, and job fair events.
Responsibility Who is responsible for completing or implementing the modifications?	New Dean will oversee collaborative measures with both Workforce staff and internal IVCC staff to ensure goals and efforts are made.

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2019-2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Heating, Ventilation and Air Conditioning (CERT.HVC)	CERT	29.5	47.0201	
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The objective of the HVAC Certificate Program is to educate the student, with theory and hands-on training, to a degree of competency in the heating and air conditioning field. The overall objective is to enable the student to perform the associated skillset, which will lead to gainful employment.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Students who complete the HVAC Program are hired by local businesses. We consistently have businesses looking for HVAC technicians year-round. The program objectives are measured using completion, success, and retention rates for students, licensure exam passing rates, graduate employment rates, and graduate and employer surveys following licensure.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The HVAC certificate will be part of a larger scope of work to create pathways that incorporate stackable credentials. Beginning in the fall of 2019, a group of instructors and the Dean of Workforce Development examined the current curriculum to determine if there is a need to develop new courses and whether accreditation is beneficial for the students and local industry. While recommendations have been created, action will need to be taken in 2024 to ensure the recommendations are carried out.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.		Heather Seghi, Interim Dean of Workforce Development Rebecca Zamora, Dean of Workforce Development Dawn Watson, Data Analyst		

<p>Also describe their role or engagement in this process.</p>	
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The HVAC Advisory Board and faculty were engaged in this process. Due to the pandemic and leadership changes, there have been some gaps in Advisory Board meetings. They are currently being scheduled for 2024.</p> <p>The HVAC program uses the discussions with industry stakeholders, students, faculty and staff to assess the technical programs, make curriculum adjustment recommendations, purchase equipment, and change course offerings.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Program entry requires that candidates have a high school diploma or equivalent.</p> <p>Pre-requisite or co-requisite of ELE1200- Basic Industrial Electricity for HVAC courses. There have been discussions regarding the ELE 1200 course that is currently required, and we are trying to determine whether the content is too in-depth for the HVAC program and working on potential solutions.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to 2024.Q1 QCEW Employees, there will be an estimated average increase of 7% in employment opportunities between 2024-2029.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The outlook for HVAC opportunities is projected to climb by an average of 7% over the next five years. There are 432 average annual openings projected.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Lightcast/ESMI Q1 2024 Data set utilized. Lightcast/ESMI data is hybrid data set derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, Lighthouse’s data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States.</p>

	LMI are reviewed annually and reported to the HVAC Advisory Committee.
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 from in-district high schools and junior high schools, adult students from the communities, and other College programs. The College holds career days, recruitment events, manufacturing expos, and open houses. There are currently social media campaigns, College nights, and directed marketing (including high school visits).
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The College utilizes an annual internal program review process for each program. During the review process, student success, labor market needs, current and past enrollments, and program cost are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.
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, we continue to work closely with advisory board members, and we are continually updating our teaching methods and equipment to stay relevant. Internship opportunities are being developed.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • 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 	<p>The majority of the program cost consists of salaries and benefits. The program currently employs one part-time faculty whose overall salary for FY24 was \$21,398.00.</p> <p>Additional operating expenditures include instructional supplies, maintenance, software, equipment, publications, conferences, etc.</p> <p>Revenue comes from tuition, lab fees, and clinic charges.</p> <p>The HVAC program costs are similar to other CTE Programs on campus.</p> <p>Costs are primarily paid from the College’s Education Fund. The moneys are generated from tuition and lab fees. The Perkins Grant contributes funds for new equipment, recruiting materials, and tuition assistance.</p> <p>Enrollment trends have remained consistent, but are anticipated to grow following the creation of an AAS in HVAC in the future.</p> <p>Faculty and dean work together to make the schedule as efficient as possible for both students and faculty members.</p>

<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Our current HVAC certificate program is priced significantly lower than private community colleges and is comparable to HVAC programs in Illinois that published program costs on their website.</p>
<p>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.</p>	<p>Costs are primarily paid from the College’s Educational Fund. The moneys are generated from tuition and lab fees. The Perkins Grant and Program Improvement Grant occasionally contribute funds for new equipment or recruiting materials. If grant funding was lost, the program costs would be offset by the College’s Educational Fund.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>There are several opportunities available at IVCC to assist students in overcoming financial barriers to participate in the HVAC program. The College employs a CTE Program Navigator who regularly meets with at-risk students to provide them with information on available services.</p> <p>Recruitment efforts by the program give some incumbent workers the opportunity for employer payment of tuition.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Through the annual internal program review, IVCC reviews costs for instructional supplies and salaries. The program will review any redundancies between courses to decrease credit hours and contact time, thereby reducing costs for both the student and the college.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No. The HVAC program is in line with programs in our area.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>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?</p>	<p>The courses are presented in the traditional format.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>IVCC requires all programs to have Advisory Boards. Each Advisory Committee meets annually to ensure that our programmatic offerings are high quality, contextualized, industry relevant, and culturally responsive.</p> <p>The Advisory Committee discusses industry trends, employer needs, curriculum, and student outcomes. Advisory Committee brings together outside employers and interested community stakeholders, as well as representatives from key IVCC departments such as Student Success, and Counseling.</p>

	<p>Program faculty attend local leadership meetings to discuss changes in industry, as well as national conferences to ensure that content is relevant. Changes to the content of the program are reviewed, vetted and approved through IVCC Curriculum procedures.</p> <p>Students are surveyed about the quality of the instruction and content as well as part of the post class surveys.</p> <p>Our new Dean is also committed to meeting regularly with departmental coordinators and performing classroom observations to ensure that all faculty have the support they need to effectively teach what is required of them.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>HVAC is not currently part of a Program of Study, but this is planned to be complete before the end of the FY25 cycle.</p>
<p>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.</p>	<p>No, the HVAC program does not meet the definition of a career pathway program.</p> <p>Currently, there is only one course and location for dual-credit for the HVAC program. Electrical wiring, ELE 1206, is offered at the LaSalle-Peru Area Career Center. The Adult Learning Program, Bridge to Manufacturing, highlights the HVAC program as an opportunity for students.</p>
<p>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?</p>	<p>The program currently incorporates hands-on learning using the smart house and off-site customer work.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes, Electrical Wiring, ELE 1206, is taught at the LaSalle-Peru Area Career Center.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are given case studies and mock scenarios in the lab. The students work with the “smart house” to problem solve. The students are involved in off-site live work in the community. An internship opportunity is being created during FY25.</p> <p>Dual-credit and work-based learning opportunities extend learning access to both the traditional and non-traditional</p>

	<p>student. These opportunities allow students to learn faster and get to work quicker through real world experiences both in our labs and work-based opportunities. This also allows for additional collaborations with partners who can provide us with additional ideas for program improvement.</p>
<p>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).</p>	<p>No.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No.</p>
<p>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.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>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?</p>	<p>No new partnerships have been formed since the last program review.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The College has developed frameworks for recruitment and retention of special populations as defined by Perkins V. During FY2022, the College hired a Special Populations Transition Specialist.</p> <p>Special Populations, as defined by Perkins V, includes adults or traditional students with disabilities, low income, preparing for nontraditional fields, single parents, out of workforce, English Learners, homeless, youth in or aged out of foster care, and youth with parent in the military.</p> <p>The Special Populations Transition Specialist helps students along their educational journey by helping diminish obstacles and connecting students to resources as needed.</p>

	<p>There is a range of support available to students' experiencing barriers to their education. The College has developed relations with many organizations with the goal of helping people succeed. The College also developed a resource guide with information about many of these partnerships. It can be found at the following web address: https://www.ivcc.edu/specialpopulations/IllinoisValleyCommunityResourceGuide.pdf#search=crystal%20credi</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>All full-time and part-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.</p> <p>The College also has the Center for Excellence, Teaching, Learning, and Assessment, which offers numerous activities /training sessions to all faculty throughout the academic year.</p> <p>Conferences and/or technical training are available for faculty who would like to participate.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty and staff participated in diversity, equity, and inclusion training as part of faculty development day and staff in-services.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>There is a "smart house" in the HVAC lab that simulates a closed HVAC system. It has alternative energy sources and the ability to simulate different thermal conditions. The lab is also outfitted with current air handlers, condensers, and heat exchangers. There is a metal break and other duct building equipment, and there are several sets of diagnostic tools. While this lab was state of the art in 2014, it will need to be updated in the next 5 years.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>HVAC competency labs are given to gauge student hands-on abilities. Students are assessed in both a lab environment and lecture environment. Off-site customer work is performed as well to measure student competency.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The HVAC advisory committee is supposed to meet 1 per year. As stated above, this has not occurred in several years.</p> <p>Leadership will be bringing this back in 2024 to ensure that IVCC reviews results of student performance, employer and graduate satisfaction completed by both students in order to</p>

	receive recommendations from program faculty, industry leaders, and community partners.
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 curriculum is consistently reviewed. Based on student assessments, the program curriculum has been modified to allow additional time on complex topics specific to the areas in need.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction with the program is measured by an end of program survey and graduate survey, which is sent approximately 6 months following graduation. Completion rates are limited.
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 reviews the data from the student and employer surveys, along with the retention and pass rates for the graduates of the program. The program advisory committee often makes recommendations on how to improve the program. Because the advisory committee has employers as member, they can provide feedback to the program regarding the performance of the graduates
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers are invited to join the Advisory Committee to actively engage in the curriculum design, review and placement.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Feedback from employers, who are hiring HVAC technicians, is always very positive. Local companies are confident that students graduating with certificates can assimilate into their HVAC businesses. Feedback is provided by local industry leaders that are part of our Advisory Committee, student feedback, and calls from local stakeholders seeking candidates from our classrooms for employment.
3.25 What are the program's strengths?	We have a facility with a lab, which incorporates a smart house for work-based learning projects. The part-time program coordinator and instructor currently works in our local industry. It was state of the art in 2014 and we hop to bring upgrades to it in the next 5 years.
3.26 What are the identified or potential weaknesses of the program?	The curriculum should be examined by the advisory committee and program coordinator. The current pathway includes courses in the electrical program. The Electrical and HVAC coordinators want to realign the HVAC outcomes with courses in the HVAC pathway. The HVAC certificate is not part of an AAS degree.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Efforts will be made to form new industry partnerships. The HVAC certificate will be included in ongoing pathway and stackable credential creation, with the possibility of being

		added to an AAS degree. The additional pathways and credentials will also justify a full-time program coordinator.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.						
The HVAC program is closely aligned with the Electricity program. The program coordinators feel that the overemphasis on industrial electricity is causing barriers for certificate completion. This can be supported by the attrition data.						
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	Heating, Ventilation and Air Conditioning					
CIP Code	47.0201					
	2019	2020	2021	2022	2023	
Number of Students Enrolled						
CERT.HVC	21	23	22	29	19	
Number of Completers						
CERT.HVC	5	2	7	8	8	
Other (Please identify)						
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>		<p>Disaggregated data reviewed included ethnicity, part-time/full time status, highest degree earned, and educational goal</p>				
<p>How does the data support the program goals? Elaborate.</p>		<p>Many of the students who begin the program complete, but currently there are academic barriers to completing because of the program's alignment with the Electricity program. Students begin related careers upon completion, or satisfy their educational goals.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>		<p>Consistently, the program enrolls more male than female students each year. In FY20 and FY21, the female student population increased marginally.</p> <p>The enrolled student cohorts demonstrated each class was comprised of the following Hispanic, White Hispanic, and Black/Hispanic populations: FY19-21%, FY20-25%, FY21%, FY22-38%,FY23-57%.</p>				

	<p>Unfortunately, programmatic completion rates of our HVAC program demonstrate a need for improvement as a significant number of students did not complete our class every year.</p>
<p>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.</p>	<p>The program coordinator has adjusted the recruitment efforts to be more inclusive of all genders and backgrounds. Emphasis has been placed towards female HVAC students in marketing strategies in recent years.</p> <p>The College is expanding directed marketing to the special population groups as identified by Perkins V. The College has partnered with local industry, including the labor apprenticeship programs, hosting career expos and program showcases. The College schedules open houses to expose adult learners to what the College has to offer. The College has invested in staff to directly support adult learners and to help them navigate the College process.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Female participation in the HVAC program is lower than the College population, but has increased from 0% to 5% during the years in review.</p> <p>Black/African American students are underrepresented (0% during the years in review).</p> <p>Hispanic students are limitedly represented in the HVAC program in relation to the College's overall population, but have grown from 14% to 35% during the years in review.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The age of students enrolled in the program are representative of those in the district. The average of the district population is 50% female/male. Female participation in the HVAC program is lower than the district population, but the population of female students has increased from 0% to 5% during the years in review.</p> <p>Black/African American and Hispanic students are limitedly represented in the HVAC program in relation to the district's overall population.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>

<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The HVAC Program is in good standing with steady enrollment. Academic barriers have been identified, and goals have been set to decrease these barriers. Also, the HVAC Program is being added to the larger conversation of pathways and multiple entry and exit points.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The HVAC certificate will be part of a larger scope of work to create pathways that incorporate stackable credentials. A group of instructors and the Dean of Workforce Development will be examining the current curriculum to determine if there is a need to develop new courses and whether accreditation is beneficial for the students and local industry.</p> <p>A full-time HVAC position was approved by the board in 2024, but more information was required to determine whether the position was necessary, and if there were enough courses within the program to accommodate a full-time faculty member. This is ongoing and it's planned to have a solution by December 2024.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>N/A</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Targeted marketing and supports are being developed and strengthened for special populations as defined by the Career and Technical Education for the 21st Century Act. The College needs to do a better job of reaching and engaging traditionally underserved populations.</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Dean of Workforce Development, the HVAC Program Coordinator, and the College as a whole will work collaboratively to implement modifications made as a result of this program review.</p>

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2019-2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Machinist and Tool & Die (CERT.MET.MTD)	CERT	27	48.0501	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The objective of the Machinist Tool and Die Certificate Program is to educate the student, with theory and hands-on training, to a degree of competency. The overall objective is to enable the student to perform the associated skillset, which will lead to gainful employment. Students enrolled develop fundamental understanding of the processes used in manufacturing various products, in areas such as casting, forging, rolling, and machining techniques. Students will gain hands on experience in using basic machine tools such as lathe, milling, and grinding machines. Students will learn how to read and utilize precision measuring instruments, such as micrometers, calipers, and height gauges. Students also learn AutoCAD, drafting, blueprint reading, and additional skills necessary for work in this industry.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Students who complete the Machinist Tool and Die Program are hired by local businesses. Local and regional employers are: S & S Tool & Die Co., Serv-All, Weiss-Aug Diemasters, OTTO Engineering, and Viant Medical. Some of our students are employed in a related field when completing the coursework, and they are satisfied with the value added to their abilities. Many are also hired before completing the certificate.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The last review detailed the age of some of the manufacturing equipment and the role that the program coordinator played in maintaining that equipment. Equipment improvements were completed as part of Perkins Grant.		

<p>\$Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Shane Lane, Dean of Workforce Development at IVCC until June 30, 2024 Heather Seghi, Interim Dean of Workforce Development Scott Fox, Manufacturing & Advanced Machining Program Coordinator</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Machinist Tool and Die Advisory Committee and MET/MTD faculty were engaged in this process</p> <p>The MTD/MET program uses the discussions with industry stakeholders, students, IVCC faculty, counseling staff and others to assess the technical programs, make curriculum adjustment recommendation, purchase equipment, and change course offerings.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Program entry requires that candidates have a high school diploma or equivalent</p>
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the 2024 Q1 QCEW, there are locally 2,600 jobs. Local demand will be increasing on average of 6% over the next three years.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Overall, most openings are the result of replacement workers who transfer to different occupations or exit/retire from the labor force.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. This is reviewed at least yearly during Advisory Committee.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The College holds career days, manufacturing expos, and open houses. There are current social media campaigns, College nights, and directed marketing (including high school visits). Students are recruited from in-district high schools and junior high schools, adult students from the communities, local manufacturing facilities, and other College technical programs.</p>

	IVCC also offers dual credit opportunities in Manufacturing, which includes Machinist and Tool & Die skills.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The College utilizes an annual internal program review process for each program. During the review process, student success, labor market needs, current and past enrollments, and program cost are reviewed. Additionally, the Curriculum Committee meets monthly to discuss curriculum changes to support the needs of students.
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.	No modifications are necessary.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • 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 	<p>The majority of the program cost consists of salaries. There is one full-time faculty member (salary and fringe benefits \$62,479). Additional operating expenditures are \$8,827.</p> <p>The cost of the Machinist Tool and Die program is comparable to other technical certificate programs at the College. There are consumable materials used during hands-on learning.</p> <p>Costs are primarily paid from the College’s Educational Fund. The moneys are generated from tuition and lab fees.</p> <p>The Perkins Grant occasionally contributes funds for new equipment or recruiting materials. Approximately \$45,000 of Perkins Grant funds were utilized in FY24, for equipment upgrades.</p>
2.2 What are the findings of the cost-effectiveness analysis?	<p>The MET.MTD program cost is similar to area MET.MTD programs in Illinois with published program costs on their website.</p> <p>Students have the option of earning multiple certificates and/or an Associate in Applied Science degree. IVCC has partnerships in place with colleges and universities for students wanting to pursue a Bachelor of Science degree in the field, for example, Southern Illinois University with our 2+2 program or Northern Illinois University with our 3+1 program.</p>
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an	The Machinist Tool and Die Program is not grant funded, although grant funds are received. If grant funding was lost, the program costs would be offset by the College’s Educational Fund.

outside funding source? Please explain.	
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>The MET.MTD program is comparable to other programs in Illinois.</p> <p>In an effort to assist students in overcoming financial barriers, the College offers additional funding through Perkins, BEST, scholarships, Emergency Fund, and the Foundation.</p>
2.5 How will the college increase the cost- effectiveness of this program?	<p>The curriculum and scheduling are evaluated after each semester to ensure the most efficient program limiting credit hours and time spent on campus to the minimum possible. Curriculum mapping is completed to ensure limited redundancies.</p>
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No.
Indicator 3: Quality	Response
<p>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?</p>	<p>The courses are presented in the traditional format.</p>
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	<p>The College hosts an Advisory Committee Meeting every year to make sure we are teaching the content needed for local industry.</p> <p>The instructors are eager to continue to learn and grow the program. Full- and part-time faculty are provided with in-house training through IVCC's Center for Excellence in Teaching, Learning, and Assessment, in addition to other professional development opportunities, to ensure culturally responsive instruction is delivered.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>Yes, this program was approved as a Program of Study on 3/28/23. The current Program Coordinator and Dean of Workforce Development were not involved in the process, so we are unable to describe any strengths or challenges to the implementation.</p>

<p>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.</p>	<p>Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center. Students who are employed in related industry can complete a DOL Apprenticeship program. The Machinist Tool and Die Certificate courses stack directly into the Manufacturing Technology AAS Degree. This degree is transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.</p>
<p>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?</p>	<p>The Machinist Tool and Die Certificate is designed to lead directly into the Manufacturing Technology AAS degree as a stackable credential. The program shares an advisory committee with the related CNC program in an effort to develop curriculum and refine programs in order to remain relevant to industry needs.</p>
<p>3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Manufacturing Materials 1 is being offered at the LaSalle-Peru Area Career Center.</p>
<p>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?</p>	<p>Learners spend a majority of their time in lab while enrolled in the Machinist Tool and Die certificate courses. Students complete projects that have been developed by our program leaders with support from our local industry.</p>
<p>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).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Students who are employed in related industry can participate in a DOL Apprenticeship program if they complete 8,000 hours of on-the-job training with a participating partner.</p>
<p>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.</p>	<p>N/A</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Machinist Tool and Die Certificate courses stack directly into the Manufacturing Technology AAS Degree. This degree is transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.</p>
<p>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?</p>	<p>Not currently, but IVCC is actively pursuing partnership opportunities.</p> <p>Partnership Recruitment Methods: Administrators and program leaders are continually in conversations with local industry leaders. This creates partnership opportunities and ensures that our courses are aligned with industry needs.</p> <p>We also meet quarterly with the Chief Manufacturer Executives group, which is comprised of local manufacturing executives. This meeting not only promotes partnership projects, it allows us to align our programs to industry standards and needs.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The College has developed frameworks for recruitment and retention of special populations as defined by Perkins V. During FY2022, the College hired a Special Populations Transition Specialist.</p> <p>Special Populations, as defined by Perkins V, includes adults or traditional students with disabilities, low income, preparing for nontraditional fields, single parents, out of workforce, English Learners, homeless, youth in or aged out of foster care, and youth with parent in the military.</p> <p>The Special Populations Transition Specialist helps students along their educational journey by helping diminish obstacles and connecting students to resources as needed.</p> <p>There is a range of support available to students' experiencing barriers to their education. The College has developed relations with many organizations with the goal of helping people succeed. The College also developed a resource guide with information about many of these partnerships. It can be found at the following web address: https://www.ivcc.edu/specialpopulations/IllinoisValleyCommunityResourceGuide.pdf#search=crystal%20credi</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p>	<p>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</p>

<p>What additional professional development is needed?</p>	<p>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.</p> <p>The College also has the Center for Excellence in Teaching, Learning, and Assessment, which offers numerous activities /training sessions to all faculty throughout the academic year.</p> <p>Conferences and or technical training are available for faculty who would like to participate.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty and staff participated in diversity, equity, and inclusion training as part of faculty development day and staff in-services. Best practices for diversity, equity, and inclusion were also discussed at national conference attended by program faculty.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The Manufacturing lab has a representation of equipment that is used in the local industry. This includes a HAAS Mini Mill vertical milling center, two mills from different manufacturers (Fryer, Haas, and Milltronics), and a Haas ST-10 Lathe. The lab also has multiple manual mills and lathes, drill presses, band saws, a press, CNC water jet, heat treat oven, and a mig welder. There is also a dedicated smart classroom with CNC simulators.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Machinist Tool and Die competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The Machinist Tool and Die advisory committee meets 1-2 times per year. During those meetings, results of student performance, employer and graduate satisfaction, and the resource assessment completed by both students and program faculty are shared and reviewed.</p>
<p>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?)</p>	<p>Current Revisions are as follows:</p> <ol style="list-style-type: none"> 1. We made some revisions to some of the projects from feedback from the students 2. We changed the manufacturing and CNC classes from a 16-week class to 8-week class. <p>These attempts were made to support higher completion rates for students as highlighted by the data chart in Performance and Equity section that showcases low student completion rates.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>Students express appreciation for the hands-on preparation that they receive from the Machinist Tool and Die coursework. Many are hired before certificate completion.</p> <p>Student satisfaction is collected by end-of-course surveys.</p>

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The employers play a major role in the development of content for the Machinist Tool and Die program. The advisory committee meets annually, and the Chief Manufacturing Executives meets quarterly. Both groups offer valuable information for the direction of the program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The employers play a major role in the development of content for the Machinist Tool and Die program. The advisory committee meets annually, and the Chief Manufacturing Executives meets quarterly. Both groups offer valuable information for the direction of the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are satisfied with the students who complete coursework. Generally, students are hired prior to completion of the certificate, and then we lose them through attrition. Local employers have expressed satisfaction through surveys, participation in advisory committee meetings, and interaction with the program coordinator.
3.25 What are the program's strengths?	We have a new facility with a state-of-the-art lab, which incorporates modern lathes and mills with manual machines. The College recently purchased a new Haas Mini Mill and CNC waterjet to meet the demands of local industry. The instructors have extensive experience in industry.
3.26 What are the identified or potential weaknesses of the program?	We have difficulty recruiting part-time faculty, which restricts the schedule of course offerings.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No modifications are necessary.

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

We often lose students prior to certificate completion. These students frequently take a related job prior to finishing the Machinist Tool and Die Certificate.

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	Machinist and Tool & Die				
CIP Code	48.0501				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
CERT.MET.MTD	5	6	7	7	6
Number of Completers					
CERT.MET.MTD	0	1	1	2	1
Other (Please identify)					

<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>Students enroll in Machinist Tool and Die courses to gain a skillset to obtain a job in the manufacturing industry. Students often take a related job prior to finishing the certificate. Many come back later to progress in their abilities.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Female students are underrepresented in the Machinist Tool and Die program as are people of color. Most students are enrolled part-time.</p>
<p>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.</p>	<p>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.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>No, females and people of color are underrepresented. The population in the program is similar to other career and technical programs that are traditionally male.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>People of color are underrepresented in the Machinist Tool and Die program. Like other traditionally male programs, females are underrepresented.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The current demand for Machinist Tool and Die workers in local industry is high. The enrollment has been steady in the Machinist Tool and Die program. Many students have to wait a semester or more to enroll in an appropriate section that meets their needs. Many students also leave before receiving a credential.</p>
<p>Intended Action Steps</p>	<p>Continue to update equipment as possible.</p>

<p>What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>N/A</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>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.</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Rebecca Zamora- Dean of Workforce Development Scott Fox- Program Coordinator</p>

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2019-2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Phlebotomy (CERT.PHB)	CERT	9	51.1009	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<ol style="list-style-type: none"> 1. To provide the community with qualified entry level phlebotomists. 2. To assist students to develop the necessary skills to become qualified entry level phlebotomists. 3. To assist students in developing professional attitudes and ethics that are an expectation of the profession. 		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		<p>The program objectives are being achieved to a considerable extent through a variety of assessment methods that provide comprehensive data on student outcomes and program effectiveness. Here's how the achievement of each objective is measured and assessed:</p> <p>Objective 1: To provide the community with qualified entry-level phlebotomists.</p> <p>Measurement and Assessment: Employment Rates of Graduates: Method: Tracking employment rates through alumni surveys and follow-up communications. Outcome: High employment rates within six months of graduation indicate success in preparing students for the job market. Evidence: Regularly conducted surveys show a high percentage of graduates securing positions in healthcare settings.</p> <p>Employer Feedback: Method: Collecting structured feedback from employers who hire program graduates. Outcome: Positive feedback regarding the performance and readiness of graduates.</p>		

Evidence: Employer surveys and interviews reveal satisfaction with graduates' competencies and preparedness.

Objective 2: To assist students to develop the necessary skills to become qualified entry-level phlebotomists.

Measurement and Assessment:

Passing Exam/Licensure Rates:

Method: Monitoring graduates' success rates on certification exams such as the Certified Phlebotomy Technician (CPT) exam.

Outcome: High passing rates on these exams reflect successful skill development.

Evidence: Data shows that a significant majority of graduates pass their certification exams on the first attempt.

Practical Skills Assessment:

Method: Continuous evaluation through laboratory exercises, simulations, and clinical rotations.

Outcome: Consistent demonstration of proficiency in practical skills required for phlebotomy.

Evidence: Standardized checklists and rubrics used by instructors and clinical supervisors indicate strong performance in real-world scenarios.

Objective 3: To assist students in developing professional attitudes and ethics that are an expectation of the profession.

Measurement and Assessment:

Clinical Evaluations:

Method: Evaluating students' professional behavior and ethical decision-making during clinical rotations.

Outcome: High ratings on professionalism and ethics from clinical site supervisors.

Evidence: Detailed evaluation forms completed by supervisors highlight strong adherence to professional and ethical standards.

Student Self-Assessment and Reflection:

Method: Encouraging self-assessment and reflection on professional growth and ethics.

Outcome: Students demonstrate an understanding of professional attitudes and ethics through reflective essays and self-assessment reports.

Evidence: Review of self-assessment reports and reflective essays shows a clear development of professional values.

	<p>Comprehensive Assessment Methods:</p> <p>Program Learning Outcomes (PLO) Assessment: Method: Regular review and analysis of student performance data against defined PLOs. Outcome: Alignment of student achievements with program objectives. Evidence: Performance data from exams, practical assessments, and clinical evaluations consistently meets PLO standards.</p> <p>Graduate Surveys: Method: Conducting surveys with recent graduates to gather data on employment status, certification achievements, and program satisfaction. Outcome: High levels of graduate satisfaction and successful outcomes. Evidence: Surveys administered six months and one-year post-graduation show positive feedback and successful career placement.</p> <p>Advisory Board Reviews: Method: Periodic reviews by an advisory board of industry professionals and educators. Outcome: Continuous curriculum improvement and alignment with industry needs. Evidence: Minutes and reports from advisory board meetings reflect program enhancements based on industry trends and feedback.</p> <p>By utilizing these comprehensive assessment methods, the program effectively measures the extent to which its objectives are being achieved. The combination of quantitative data (such as employment and licensure rates) and qualitative feedback (from students, employers, and advisory boards) provides a thorough understanding of the program's success and areas for ongoing improvement.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Since the previous Program Review, additional sections had been added to the course offerings. In 2022 two of our major hospital systems have shut down, limiting the clinical experiences offered to students, so a reduction in sections occurred. We will add additional sections in SP25, once the hospital system reorganization is complete and more clinical sites are available to students.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major</p>	<p>Mary Greve- Program Coordinator Dena Kowalski- adjunct phlebotomy instructor Heather Seghi- Dean of Health Professions</p>

<p>participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Since the program coordinator is currently a part-time appointment, the Dean of Health Professions completed this review with the input of the program coordinator and adjunct faculty member involved in programmatic revisions and instruction.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e., Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Phlebotomy Advisory Board and administration were engaged in this process.</p> <p>The Phlebotomy program uses the discussions with industry stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>The pre-requisite for this program were reviewed and determined to still be relevant and necessary to receive permission for board exam candidacy.</p> <p>The pre/co-requisite remains as ALH 1001: Terminology of the Health Field. Since the previous review, this course is also offered in an online option, so students have more flexibility to complete.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A- Certificate is only 9 credit hours.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the Bureau of Labor and Statistics, the demand for qualified phlebotomists will remain high, as doctors and other healthcare professionals require bloodwork for analysis and diagnosis.</p> <p>Data collected from EMSI shows 104 job openings in 2024, and projected to be 114 by 2029, showing a larger than normal growth of 9%.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Job posting activity shows high demand in our area, according to labor market demand from Lightcast. The national average for an area this size is 29 postings/month, while there are currently 36 in our area.</p> <p>Between 2024-2029, the regional listings are projected to grow by 9 percent, increasing from 104 jobs to 114 jobs in 2029.</p>

	Nationally, the increase rises by 4.7%- 1,614 jobs to 1,690 jobs in 2028. During the review period, the demand for this position has increased by 1-2% (EMSI, 2022).
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast Q2 2024 Data set utilized. Lightcast data is hybrid data set derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, Lighthouse’s data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. LMI are reviewed annually and reported to the Phlebotomy Advisory Committee.
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?)	High school students are recruited through high school counselors. The Nursing Division goes into the community and recruits for all programs, including phlebotomy through the high schools and job fairs. Grade school students have the opportunity to come to campus one day each spring to participate in various activities across campus. Health Care is one area of interest that they can visit.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program coordinator reports challenges to clinical placement and outlook regularly. Meetings with hospitals and lab management positions occurs regularly to determine a plan moving forward.
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.	This program will be placed on an Internal Program Improvement Plan to address the need to expand the clinical experiences for our students. We consistently have 10-12 students on the waitlist for this course each semester, but struggle to find clinical placements for the students due to the hospital reorganization presently occurring.
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	Currently, there is one part-time faculty staff the Phlebotomy Program who is also acting as Program Coordinator. The salary paid to the PT faculty member for FY24 was \$14,472.00. During FY24, \$1177.65 has been spent on supplies for the Phlebotomy program. This number remains low because materials are shared between multiple health professions, as well as donations received by the local hospital system. It is difficult to compare the Phlebotomy Program to any other health-care based program offered at IVCC. This is a small program, staffed entirely with a part-time staff. The other health-care based programs are staffed with more full-time faculty, admit more students per year, and, as a result, use more supplies each year.

<ul style="list-style-type: none"> • Credit hours earned year to year • Scheduling efficiency 	<p>Student tuition and lab fees. This program does not contain enough credit hours to be eligible for financial aid. Student to faculty ratio: 5:1 Course/section fill rates: consistently filled with students on the waitlist Enrollment trends: remain consistently high Scheduling Efficiency: currently the scheduling is limited to the number of clinical sites available, but this will increase in the SP25 semester once the additional hospital is up and running.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The program cost remains low, and enrollment is consistently high. More sections will be added to accommodate student schedules.</p> <p>We are evaluating the course to determine whether it should remain as a credit course, with a stackable credential with Medical Assisting, or offer as non-credit.</p>
<p>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.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>There are several opportunities available at IVCC to assist students in overcoming financial barriers to participate in the PHB program. The College employs a Health Careers Navigator who regularly meets with at-risk students to provide them with information on available services.</p> <p>Recruitment efforts by the program give some incumbent workers the opportunity for employer payment of tuition.</p> <p>Until FA24, IVCC offered free child watch services on campus through the YMCA for all students enrolled in three credit hours or more. This service is no longer available, but other options are being explored.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Through the annual internal program review, IVCC reviews costs for instructional supplies and salaries. The program will review and redundancies between courses to decrease credit hours and contact time, thereby reducing costs for both the student and the college. Additional sections will be added to the SP25 course offerings.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Additional sections will be offered starting in the SP25 term.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g., traditional</p>	<p>The program uses a face-to-face teaching method that includes lecture, lab and clinical experiences. Students</p>

<p>format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>complete pre and post lesson assignments to determine effectiveness of teaching material.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Program faculty attend local Phlebotomy and Lab tech leadership meetings to discuss changes in practice, as well as national conferences to ensure that content is relevant.</p> <p>Changes to the content of the program must be approved by the medical director and advisory committee. The students are surveyed during the class about the quality of the instruction and content as well as part of the post class surveys.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No.</p>
<p>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.</p>	<p>Some students continue their education in Medical Laboratory Science programs.</p> <p>Fulfills a requirement for Medical Assistant Program.</p> <p>IVCC has purchased the following items from the Clinical + Laboratory Standards Institute (CLSI), to ensure compliance with industry standards: GP 41 Collection of Diagnostic Venous Blood Specimens GP 48 Essential Elements of a Phlebotomy Training Program</p> <p>Subscription to Phlebotomy Today (from the Center for Phlebotomy Education)</p>
<p>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?</p>	<p>Clinical experiences are individualized for each student, based on their schedule. All students need to complete the minimum required hours, but have the choice of completing in 2, 3, 4 or 5 weeks.</p>
<p>3.6 Are there dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>Medical Terminology, a co/prerequisite for the Phlebotomy Program, is available as a dual credit course at the high schools in IVCC's district.</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students attend clinical sites for 100 clock hours to gain experience in the field.</p>
<p>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).</p>	<p>No, the Phlebotomy Program at IVCC is not accredited at this time.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes. Students completing the program are eligible to take the American Society for Clinical Pathology (ASCP) certification examination; however, it is not required and many students choose not to take the exam.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No.</p>
<p>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.</p>	<p>NA</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None.</p>
<p>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?</p>	<p>Partnerships with OSF Healthcare have been created and students are placed in their facilities for their clinical experiences.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The college has developed frameworks for recruitment and retention of special populations as defined by Perkins V. During FY2022, the college hired a Special Populations Transition Specialist and an Adult Transition Specialist in CTE has been approved for FY25.</p> <p>Special Populations, as defined by Perkins V, includes adults or traditional students with disabilities, low income, preparing for nontraditional fields, single parents, out of workforce, English Learners, homeless, youth in or aged out of foster care, and youth with parent in the military.</p>

	<p>The Special Populations Transition Specialist helps students along their educational journey by helping diminish obstacles and connecting students to resources as needed.</p> <p>There is a range of support available to students' experiencing barriers to their education. The college has developed relations with many organizations with the goal of helping people succeed. The college also developed a resource guide with information about many of these partnerships. It can be found at the following web address: https://www.ivcc.edu/specialpopulations/IllinoisValleyCommunityResourceGuide.pdf#search=crystal%20credi</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>All full-time faculty and adjunct program coordinators 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.</p> <p>The college also has the Center for Excellence, Teaching, Learning, and Assessment, which offers numerous activities /training sessions to all faculty throughout the academic year.</p> <p>Professional development on modes of education and how to add more online education into the program is needed.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty and staff participated in diversity, equity, and inclusion training as part of faculty development day and staff in-services. Best practices for diversity, equity, and inclusion were also discussed at national conference attended by program faculty.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The program works to ensure that technology and equipment being used in the work environment are available for training in the classroom. Each year, the program surveys the employers and the students to determine what, if any, equipment should be added.</p> <p>The program is being moved into a new classroom that has state-of-the-art equipment and will be shared with the Medical Assisting and forthcoming Medical Lab Tech programs.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Quizzes, testing, clinical site evaluations of student performance, assignments.</p>

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The phlebotomy advisory committee meets 1-2 times per year. During those meetings, results of student performance, employer and graduate satisfaction, and the resource assessment completed by both students and program faculty are shared and reviewed.
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?)	ALH 1250 (Principles and Practice of Phlebotomy) and ALH 1251 (Phlebotomy Practicum) were combined to create a new course, ALH 1252, in which students will only need to register for one course rather than two, and the course will run for 16-weeks, rather than two 8-week courses. This allows for students to have flexibility for didactic understanding and mastery before moving into the clinical portion, rather than having rigid timelines to adhere to.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The majority of students that return post-graduate surveys indicated that they felt prepared to begin their roles as professional phlebotomists.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Phlebotomy advisory board is combined with the Nursing Advisory board to efficiently meet the needs of the employers. Detailed agendas that cover Phlebotomy specific topics are being created and input from stakeholders is requested.
3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities)	Placement, work-based learning opportunities.
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, particularly the phlebotomists from IVCC. 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?	Students completing the program are eligible to take the American Society for Clinical Pathology (ASCP) certification examination. Students who receive a certificate in phlebotomy are able to enter the job market and begin earning an income.
3.26 What are the identified or potential weaknesses of the program?	Limited clinical experiences/approved facilities.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program is looking further for clinical experience sites and hiring additional adjunct faculty. We are also working on a stackable credential within Phlebotomy, Medical Assisting, and Med Lab Tech.
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	Phlebotomy				
CIP Code	51.1009				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
CERT.PHB	32	22	17	18	12
Number of Completers					
CERT.PHB	21	14	17	14	12
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.)</p>	<p>QCEW Employees-EMSI 2023 Class of Workers and demographic data supplied by IVCC's Office of Institutional Research.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The number of completers illustrates that IVCC is producing and promoting certificate graduates into the area workforce, qualified to perform phlebotomy functions in a professional and ethical manner.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>There are no identifiable gaps noted in the data.</p>				
<p>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.</p>	<p>N/A</p>				
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes. The students in the Phlebotomy Program are diverse as similar to the total student population in gender, cultural orientation, age, and residence within the college district.</p>				

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Our district is primarily rural with small towns spread across the district. The Phlebotomy Program draws from the same towns and surrounding areas as the rest of the programs in the college. It is varied and extensive.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The Phlebotomy Program is running smoothly from an internal point of view. It has the ability to generate enough certificate holders to keep the area employers in good supply of phlebotomists without saturating the market. Area employers are very satisfied with the phlebotomists that IVCC provides. With the opening of another hospital, we will be able to add additional sections as enrollments are steady with waiting lists.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>While there is high interest in the program, we are limited in clinical placements until the hospital systems reopen after the closure of two large hospitals in the area. We plan to expand the phlebotomy program and allow for a stackable credential to enter into the medical assisting program, or forthcoming medical lab tech program.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Objectives are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>There were no equity gaps that require action.</p>
<p>Resources Needed</p>	
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Dean of Health Professions and the Phlebotomy Program Coordinator.</p>

Career & Technical Education				
College Name:		Illinois Valley Community College		
Academic Years Reviewed:		2019-2023		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Welding Construction Technology (AAS.WLD.CST)	Degree	60	48.0508	CERT.WLD.SMAW.BAS CERT.WLD.SMAW.INT CERT.WLD.SMAW.ADV
Welding Production Technology (AAS.WLD.PRT)	Degree	60	48.0508	CERT.WLD.GMAW.BAS CERT.WLD.GMAW.INT CERT.WLD.GMAW.ADV CERT.WLD.GAS.TGS
GTAW Welding (CERT.WLD.GAS.TGS)	Cert	10	48.0508	
SMAW Basic Welding (CERT.WLD.SMAW.BAS)	Cert	11	48.0580	
SMAW Intermediate Welding (CERT.WLD.SMAW.INT)	Cert	24	48.0580	CERT.WLD.SMAW.BAS
SMAW Advanced Welding (CERT.WLD.SMAW.ADV)	Cert	38	48.0580	CERT.WLD.SMAW.BAS CERT.WLD.SMAW.INT
GMAW Basic Welding (CERT.WLD.GMAW.BAS)	Cert	11	48.0580	
GMAW Intermediate Welding (CERT.WLD.GMAW.INT)	Cert	22	48.0580	CERT.WLD.GMAW.BAS
GMAW Advanced Welding (CERT.WLD.GMAW.ADV)	Cert	38	48.0580	CERT.WLD.GMAW.BAS CERT.WLD.GMAW.INT CERT.WLD.GAS.TGS
OAW Welding (CERT.OAW)	Cert	6	48.0508	

<p>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.</p>	
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e., what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<p>Students will gain entry and advanced level knowledge and the skills necessary to work in construction and production in related occupations that require welding. Students learn how to weld shielded metal arc (SMAW- stick) and gas metal arc (GMAW-MIG) in a variety of positions on steel plates and pipe. The Basic Certificates introduce OAW (Oxyacetylene Welding), the use of gases to weld and braze metal together. The Intermediate Certificates add the gas tungsten metal arc (GTAW-TIG) welding and Oxyfuel Cutting (OFC), the use of the cutting torches, and plasma arc cutting. The Advanced GMAW Certificate finishes the gas tungsten metal arc (GTAW-TIG) certificate.</p>
<p>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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>We assess our students with Institutional Learning Outcomes (ILOs) attached to written quizzes and a final exam, and each student welds a final skills weldment.</p> <p>We consistently have businesses looking for welders year-round. Students who participate in the Welding Program are hired by these local businesses. Some of our students are employed while completing the welding coursework, and they are satisfied with the value added to their abilities</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Past program review found:</p> <ul style="list-style-type: none"> • An examination of current certificates and degree requirements needed to take place. It was determined that efforts need to be made to ensure that program outcomes met the needs of local industry without placing unnecessary burden on students. • Program leaders would like to reduce credit requirements for the degree and create stackable certificates allowing for multiple exit points. <p>Since our past review a considerable amount of work has been done in our welding program.</p> <ul style="list-style-type: none"> • Leadership has and continues to improve program offerings generating stackable certificates and degrees in both construction and industrial welding programs. • Currently our Welding program is developing and piloting competency-based learning in some certificate programs through an AUTOMAT Grant opportunity.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p>	<p>Theresa Molln, IVCC Welding Program Coordinator Heather Seghi, Interim Dean of Workforce Development</p>

Also describe their role or engagement in this process.	
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e., Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The IVCC Welding Department, the Welding and Manufacturing advisory committee, and the Chief Manufacturing Executives group.</p> <p>The Welding program uses the discussions with industry stakeholders, students, and faculty and staff to assess the technical programs, make curriculum adjustments, purchase equipment, and change course offerings.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Program entry requires that candidates have a high school diploma or equivalent.
Provide a rationale 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.	According to IDES data, there is steady increase in demand for students prepared by the welding program. There is an increase in openings ranging between 3 and 26 percent for the various industrial categories, including welders.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has been steady for the last five years, and IDES shows steady growth for the next five years. The IDES projects 79 annual openings in the local region over the next five years. EMSI data shows that there will be a 3-10 percent increase in local demand over the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The IDES, EMSI, and the AWS (American Welding Society) are used. We look at the AWS web site each semester (3x per yr.) to have current information for the students. We look at the IDES and EMSI sites 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?)	The College holds career days, manufacturing expos, and open houses. There are current social media campaigns, College nights, directed marketing (including high school visits) and tours of the College’s Workforce Development facilities of student groups and individuals who contact us to do a class observation/tour. These students are from in-district junior and high schools, adult students from the communities, local manufacturing facilities, and other College technical programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	IVCC Welding and Manufacturing host an advisory committee that meets annually. The area employers play a major role in the development of content for our programs. The Chief

	<p>Manufacturing Executives group meets quarterly, which the Welding Program Coordinator attends. Both groups offer valuable information for the direction of the program. We then propose modifications accordingly to the curriculum committee.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Yes, we are in the process of combining the two OAW courses into one course. This is due to redundant course work in the courses. This will help the students finish a small certificate without repeating course work, saving them time and money.</p> <p>We have realigned the degrees and certificates to better meet the needs of all stakeholders. The discussion to add early morning classes has come to fruition. This is allowing third shift employees to further their education. We have also brought two general education classes to the welding classroom. This is to aid our students in completing course work required for our AAS Welding degrees.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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 	<p>Our program has two full-time faculty and thirteen part-time faculty. Our full-time salaries total at \$83,996.23. Our part-time salary cost is: \$ 77,393.17.</p> <p>The additional operating expenditures, including expendable materials, range from \$33,000-\$39,000.</p> <p>A review of regional programs with tuition costs showcases that comparable welding AAS and Certifications range from \$3,000 for certification courses to \$20,000+ for AAS degrees. Our welding program costs are similar to other career and technical programs which utilize expendable instructional supplies.</p> <p>Student to faculty ratio in welding is approximately 9:1.</p> <p>Course section fill rates: 49%</p> <p>Total Yearly Credit Hours Earned: FY2020: 1092 FY2021: 1206 FY2022:835</p> <p>Costs are primarily paid from the College’s Educational Fund which are generated from student tuition and lab fees.</p> <p>The Perkins Grant and occasionally the Program Improvement Grant along with some private corporations contribute funds for new equipment or recruiting materials.</p>

	<p>Currently, an AUTOMAT Grant is funding curriculum development of a competency-based learning pilot.</p> <p>Welding students work with the Workforce Development Office, Welding Program Coordinators, and IVCC’s Counseling Center to ensure proper enrollment. Many courses in the program are cross-listed to ensure maximum enrollment based on equipment available.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The welding program cost is similar to area welding programs in Illinois. On average, the cost of the Basic SMAW Certificate is approximately \$2445.00 for the five courses needed.</p> <p>Welding students at IVCC have several programmatic choices. Basic Certificate programs that are roughly six months to one year cost approximately \$2400 dollars. Our two-year AAS program costs approximately \$19,000. Students that graduate from our basic program earn roughly \$30,000+ to \$50,000+ a year. Students who graduate with our two-year degree earn approximately \$50,000+ and upwards to \$100,000+ depending on their specializations. The impact our programs make is significant. 25% of youth in LaSalle County, IL live in households who are making under a livable wage. 41% of all households make under \$50,000. The mean individual per capita income is \$35,000. From certificate to AAS, our students have the opportunity to significantly change their financial realities.</p> <p>The cost of these program at IVCC compared to a four-year degree are substantially lower. The average four-year degree costs a little over \$100,000 dollars with the average semester cost of approximately \$27,000 dollars. Most students with four-year degrees starting out make an average of \$39,000-\$60,000 per year. However, the cost of student loans or debt is not accounted for in this projection. Our graduates earning potential in both Certificate and AAS Program provide them with employment that not only provides a livable wage, but also sets them up to thrive as the total cost of our programs is significantly less than just one year of a four-year degree. Our current programmatic student costs ensure that they will have little to no student debt upon exiting our programs. Both one-year and two-year students are often employed with employers who will continue to train on job and increase salaries based on skills that they master.</p>
<p>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.</p>	<p>This program is grant supplemented but is sustainable without this supplement. If grant funding was lost, the program costs would be offset by the College’s Educational Fund.</p>

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>The welding program costs are similar to other career and technical programs which utilize expendable instructional supplies, such as the automotive and manufacturing programs.</p> <p>Costs are primarily paid from the College’s Educational Fund. The moneys are generated from tuition and lab fees. There are several opportunities for scholarships that students may apply for through the College’s Foundation and the AWS.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p><u>Current Cost Effectiveness Strategy:</u> We currently offer cross-listed sections, which gives us the flexibility to offer traditionally low enrollment sections. By allowing multiple low enrollment sections to take place in the same series, more students can be served and classes are filled.</p> <p><u>Future Cost Effectiveness Strategy:</u> Through the annual internal program review, IVCC reviews costs for instructional supplies and salaries. The program will review any redundancies between courses to decrease credit hours and contact time, thereby reducing costs for both the student and the college.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Yes, modifications were necessary. We made a small increase to the lab fees.</p> <p>We continue to seek monetary and material donations from area companies to bring down the cost of material and consumables.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>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?</p>	<p>The courses are presented in the traditional format.</p> <p>We are having discussions and doing research to offer competency-based education. In discussions with other community colleges, it (C-BEN) looks to be a well sought option for those already working in industry to advance in their job.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Administrators and program leaders are continually in conversations with local industry to ensure that our courses are aligned with industry needs. We also meet quarterly with the Chief Manufacturing Executives group, which is comprised of local manufacturing executives, to align our activities in our manufacturing programs, including welding.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p>	<p>Yes.</p> <p>Students are able to take advantage of flexible course scheduling. There are morning, afternoon, and evening</p>

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>sections. Sections are also offered in 8-, 14-, and 16-week formats. The facility is conducive to additional sections, if necessary. The full-time welding instructor/coordinator has 20 years of welding experience. All of the part-time instructors currently work or have worked in the welding industry. We also offer dual credit welding courses with the LaSalle-Peru Area Career Center, Streator High School, Putnam County High School, Henry-Senachwine High School and Field Crest High School.</p>
<p>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.</p>	<p><u>Basic Summary:</u> IVCC has articulation agreements with our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center. These allow welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits were also implemented with Streator Township High School, Henry-Senachwine High School, Putnam County High School, and Field Crest High School. Prior to the dual credit agreements, IVCC was getting one or two “new” high school graduates in the welding program per year. Some students can be hired locally for entry level positions with the dual credit coursework; other positions require the completion of further courses at IVCC.</p> <p>Up to 43 credit hours of welding credit can be used for transfer to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.</p> <p><u>Career Pathway Specifics</u></p> <p>A- Aligns with the skill needs of industries in the economy of the State or regional economy involved. <i>Advisory Committee brings together industry leaders to ensure that current programmatic offerings are current and representative of industry.</i></p> <p>B- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act. <i>Welding program offers internship/parentships opportunities. Up to 43 credit hours of welding credit can be used for transfer to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.</i></p> <p>C- Includes counseling to support an individual in achieving the individual’s education and career goals. <i>Current IVCC welding</i></p>

program provide industry standard education. Our Counselling and Student Success center ensure that students are set up for achieving career goals and workplace needs.

D- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. *IVCC has articulation agreements with our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center. These allow welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits were also implemented with Streator Township High School, Henry-Senachwine High School, Putnam County High School, and Field Crest High School. Prior to the dual credit agreements, IVCC was getting one or two "new" high school graduates in the welding program per year. Some students can be hired locally for entry level positions with the dual credit coursework; other positions require the completion of further courses at IVCC. Students also have opportunities to engage in internship and apprentice collaborations.*

E- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable. *Current certifications programs are stacked to allow students acquire specific skill set quickly. Welding is also piloting competency-based program that would allow students to accelerate their learning experience.*

F- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential. *Up to 43 credit hours of welding credit can be used for transfer to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.*

G- Helps an individual enter or advance within a specific occupation or occupational cluster. Many of our students gain employment while in our programs through internship opportunities generated here. *Our Advisory Committee brings together industry leaders who provide recommendations and highlight industry trends necessary to ensure students are meeting local and national employer demands.*

<p>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?</p>	<p>Within IVCC’s district, there aren’t enough students enrolled to support individual courses for each welding process. Therefore, IVCC offers almost every welding process during the same section. Students can be learning SMAW vertical up in the same lab at the same time as another student learning GMAW horizontal. This keeps sections from being cancelled due to low enrollment.”</p>
<p>3.6 Are their dual credit opportunities? If so, please list offerings and the associated high schools.</p>	<p>IVCC has articulation agreements through our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center, allowing welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits are also in place with Streator Township High School, Henry-Senachwine High School, Putnam County High School, and Fieldcrest High School.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students complete welding projects for local industry and the community. Both Welding AAS degrees require a welding internship as a culminating course.</p> <p>This helps us give the students a real-world experience and helps us see what we need to improve in our curriculum to satisfy the need in industry.</p> <p>Improvements: We need to have consistency in the welding projects for the students. Some semesters we have a lot, other semesters we may only have one. We need to set up an on-line course instead of a paper documentation of the internship. This will allow better tracking of each student and allow a better way to communicate with the providers of the internship.</p>
<p>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).</p>	<p>Industrial accreditation is not required for the program, but the College voluntarily aligns outcomes to the AWS welding standards. IVCC is a certified AWS testing site, and students have the opportunity to sign up for courses that culminate with AWS testing for certification.</p>
<p>3.9 Are their industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students have the opportunity to enroll in AWS sections of the following courses: WLT 1209, WLT 2200, WLT 1230, WLT 1202, WLT 2203, and WLT 2233. These courses lead to AWS certification. The following AWS Certifications can be earned: Vertical up arc, Stick plate overhead arc, Pipe stick 2G, Pipe stick 5G, Pipe stick 6G, Pipe Stick TIG root, MIG flat plate, and MIG horizontal plate.</p>
<p>3.10 Are apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination</p>	<p>N/A</p>

<p>pass rates and the number of students who took each respective exam.</p>	
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The College has completed articulation agreements through our PCCS Consortium for dual credit welding courses with the LaSalle-Peru Area Career Center, allowing welding students to earn up to six hours of welding credit, with advanced students having the opportunity to take proficiency tests to qualify for four additional credit hours. Similar dual credit agreements for up to six hours of welding credits were also implemented with Streator Township High School and Putnam County High School.</p> <p>The Welding Certificates and Degrees are transferable to Northern Illinois University for their Applied Manufacturing Technology Bachelor Degree. The agreement allows for 90 credits to be completed at IVCC and 30 hours at NIU.</p>
<p>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?</p>	<p>Current industry partners that participate in our Advisory Committee and Chief Manufacturing Executives group are: Vector, HCC Mendota, Caterpillar, and TIC.</p> <p>These companies not only work with us on student engagement, requirement, and programmatic feedback but they also employ many of our current students and graduates.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p><u>Internal</u> The Office of Student Success and Office of Neurodiversity ensure that students receive equitable access and support to all programs.</p> <p><u>Internal and External</u> Administrators and program leaders are continually in conversations with local industry to be sure that our courses are aligned with industry needs.</p> <p>We meet quarterly with the Chief Manufacturing Executives group, which is comprised of local manufacturing executives, to align our activities in our manufacturing programs, including welding.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Conferences and/or technical trainings are available for faculty who would like to participate.</p> <p>IVCC program leadership is currently seeking to add professional development for all welding instructors and lab assistant instructors on MIG Aluminum machine set up and maintenance with an ESAB and Lincoln machine instructor, as these are the majority of the machines in the shop. Program leadership is also seeking additional training on pedagogy.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>We have a session at each Development Day providing training in Diversity, Equity, and Inclusion. Some are speakers, some are looking at results of studies done and others are “think tanks” to help us expand our ideals in this area.</p>

	Conferences and/or technical trainings are available for faculty who would like to participate.
3.17 What is the status of the current technology and equipment used for this program?	<p>Our welding program has incorporated a smart classroom with computers and virtual welders in 2014. Based on a review of our program in 2019, three of the virtual welders were upgraded.</p> <p>Traditional welders and tooling are replaced on a five-year rotating schedule, and all equipment remains certified through AWS. Our most recent upgrade in this cycle was 2021.</p>
3.18 What assessment methods are used to ensure student success?	Welding competency labs are given to gauge student hands-on abilities. Students are assessed in both lab and lecture environments. Students are also given the opportunity to receive feedback virtually and physically.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The Advisory Committee meets annually, Welding Department Instructors and Lab Assistant Instructors meet Bi- annually, and the Chief Manufacturing Executives group meets quarterly to discuss the results and have discussions about improvements for the curriculum and course changes that need to be made.
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?)	We have sent to the Curriculum Committee an outline to combine our two OAW courses into one course. This is due to repetitive course work. Doing so also allows students to complete a small certificate, that most would otherwise not achieve because of the extra cost and time to take it.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students express appreciation for the hands-on preparation that they receive from the welding coursework. Many are hired before certificate or degree completion. Our welding department fosters internships and assists with job placements. Students' feedback is collected verbally from those who successfully find internship and/or work opportunities.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>The Advisory Committee helps to guide what is needed in industry and express what they need from the students, whether the students finish our program before or after they enter the workforce.</p> <p>If the people of industry on the committee would donate the specific type of material some have asked us to teach their employees, it would help with improvement.</p>
3.23 In what other ways are employers engaged in this program? (e.g., curriculum design, review, placement, work- based learning opportunities)	The employers play a major role in the development of content for the welding program. The advisory committee meets annually, and the Chief Manufacturing Executives group meets quarterly. Both groups offer valuable information for the direction of the program.

<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>Employers are satisfied with the students who complete coursework. Generally, students are hired prior to completion of the certificate. Employers have expressed the desire for more program completers. Many of our students' complete internships while going through our programs. Employers fill out a satisfaction survey upon the students' completion of the internship.</p>
<p>3.25 What are the program's strengths?</p>	<p>Students are able to take advantage of flexible course scheduling. There are morning, afternoon, and evening sections. Sections are also offered in 8-, 14-, and 16-week formats. The facility is conducive to additional sections, if necessary. The full-time welding instructor/coordinator has over 20 years of welding experience. All of the part-time instructors currently or have worked in the welding industry. We also offer dual-credit opportunities at several high schools: LaSalle-Peru Area Career Center, Streator, Putnam County, Henry-Senachwine, and Fieldcrest. All part of the IVCC district.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Many students meet their educational and vocational goals before completing a certificate or degree. The new program coordinator and dean will be investigating possible realignment of curriculum, certificates, and AAS degrees.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The College will continue to investigate certificate and degree requirements in order to address the attrition prior to credential completion. The welding program has been included in the conversations regarding stackable credentials and pathways with multiple entry and exit points. We are also looking into competency-based education (C-BEN) classes as well.</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	
<p>Attrition prior to certificate completion. These students frequently take a related job prior to finishing the Welding Certificate or degree.</p>	

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	Welding				
CIP Code	48.0508				
	2019	2020	2021	2022	2023
Number of Students Enrolled					
AAS.WLD.CST	41	54	35	30	32
AAS.WLD.PRT	25	34	31	26	21
CERT.WLD.BAS.CST	23	40	22	10	3
CERT.WLD.ADV.CST	11	13	6	2	0
CERT.WLD.GAS.MET	16	21	9	3	3
CERT.WLD.GAS.TGS	12	11	5	0	1
CERT.WLD.PRO	20	21	16	9	1
CERT.WLD.SMAW.BAS			24	39	33
CERT.WLD.SMAW.INT			13	20	11
CERT.WLD.SMAW.ADV			11	19	16
CERT.WLD.GMAW.BAS			22	22	23
CERT.WLD.GMAW.INT			16	16	9
CERT.WLD.GMAW.ADV			16	18	13
CERT.WLD.GTAW			15	19	15
CERT.WLD.OAW			2	5	0
Number of Completers	2019	2020	2021	2022	2023
AAS.WLD.CST	2	4	2	6	3
AAS.WLD.PRT	2	3	2	5	1
CERT.WLD.BAS.CST	2	3	0	2	
CERT.WLD.ADV.CST	0	0	0	1	
CERT.WLD.GAS.MET	2	4	1	1	
CERT.WLD.GAS.TGS	1	3	1	1	
CERT.WLD.PRO	0	2	1	1	
CERT.WLD.SMAW.BAS			2	12	7
CERT.WLD.SMAW.INT			1	10	3
CERT.WLD.SMAW.ADV			0	9	3
CERT.WLD.GMAW.BAS			0	12	8
CERT.WLD.GMAW.INT			0	8	4
CERT.WLD.GMAW.ADV			0	7	3
CERT.WLD.GTAW			0	10	5
CERT.WLD.OAW			0	3	0
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline	The students were analyzed by age, gender, ethnicity, enrollment status, highest degree earned, and educational goal.				

<p>level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g., gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>Current student participation numbers highlight local interest and industry need for current course offerings.</p> <p>Dips in class completion showcase local employer need. Students are often offered a related job prior to finishing the certificate or degree. Many come back later to progress their skillset.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Female students are underrepresented in welding, as are people of color. A majority of students over the last 5 years have been of traditional age between 16 and 24. Our program has seen an increase of 14+% in the 25 to 39-year-olds, as well as an increase of 3% to 5% in 40 to 74 year-olds.</p>
<p>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.</p>	<p>Marketing is being directed to non-traditional students by age and gender. The College is working to remove barriers and support learning for the people of color in our district. Since the last review, a student group was formed, Women in Technology, that attempts to build community for women in traditionally male programs. Welding students have a strong representation in the group. An inclusive welding club is in the works.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>No, females and people of color are underrepresented, but they are improving. These populations in the program are similar to other career and technical programs that are traditionally male.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>People of color are underrepresented in the welding program. Like other traditionally male programs, females are also underrepresented.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The current demand for welders in local industry is high. The enrollment has been steady with a slightly higher percentage of females enrolling. Many students also leave before receiving a credential.</p>

<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Faculty will focus on ways that will meet individual student career goals and objectives.</p> <p>We will continue to look to AWS for our standards and will make further adjustments to the objectives, and possibly break down each objective if needed.</p> <p>Conferences and/or technical trainings are available for faculty who would like to participate. We will look to have trainings for our instructors to improve their skills in reaching the students who are not achieving the objectives.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Current program objectives are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Recruitment marketing is being directed to non-traditional students by age and gender. The college is working to remove barriers and support learning for the people of color in our district. Since the last review, a student group was formed, Women in Technology which attempts to build community for women in traditionally male programs. Welding students have strong representation in this group. A Welding Club is also being formed, which attempts to build community for women in traditionally male programs. All are welcome in both student groups.</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>We, as a higher learning community, are responsible. We are in this together. The program coordinator and Dean of Workforce Development will lead this implementation.</p>