PROGRAM REVIEW REPORT
2013-2014

Sauk Valley Community College
District 506
173 Illinois Route 2, Dixon, Illinois 61021

Dr. George J. Mihel, President

Table of Contents

Career and Technical Education
CTE PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	52.0301

Career Cluster	Career Pathway
Finance	Accounting

Program of Study	SVCC's Program Title
Accounting	Accounting (AAS 021)

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	X
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?
The number of declared majors remains very high. Also, about one-third of the students that declare the CTE accounting degree as their major will complete their degree. Students completing the degree are finding immediate employment within the community. Sauk Valley Community College's Associate in Applied Science Degree in Accounting Program prepares students for entry-level positions or to be a junior member of the accounting staff of a private business, an industrial enterprise, a public accounting firm, a governmental organization, or a not-for-profit organization.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources? The program is a financially viable program for the College and is revenue positive. Also, this program does not require additional resources at this time.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the

program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

Many of the faculty in this Accounting program have their doctorate degree providing a high level of competency. Professional development is attained as needed and includes receiving training internally and externally if necessary. Faculty have business connections throughout the surrounding communities that allow for constructive feedback to better program outcomes.

CTE PROGRAM REVIEW SUMMARY REPORT
Required **ICCB Program Review Report**

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	52.0301

Career Cluster	Career Pathway
Finance	Accounting

Program of Study	SVCC's Program Title
Accounting	Accounting (B90)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	X
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?

The number of declared majors for the certificate program is somewhat low; most students prefer entering the degree program instead. This is a viable option for those students that want the credentials to enter the job market quickly. About one-third of the certificate seeking students complete their certificate on average. Students completing the certificate are finding immediate employment within the community. Sauk Valley Community College's Certificate in Accounting Program prepares students for entry-level positions in private enterprise, industrial entities, and not-for-profit organizations.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources? The certificate program is a financially viable program for the College and does not require any additional resources at the moment.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

Many of the faculty in this Accounting program have their doctorate degree providing a high level of competency. Professional development is attained as needed and includes receiving training internally and externally if necessary. Faculty have business connections throughout the surrounding communities that allow for constructive feedback to better program outcomes.

CTE PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College (506)　　　　　　　　**Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	47.0201

Career Cluster	Career Pathway
Heating, Refrigeration, and Air Conditioning Technology	Technician

Program of Study	SVCC's Program Title
Heating, Refrigeration, and AC	Heating, Refrigeration, and Air Conditioning (AAS 067)

Degree or Certificate Type	Check only one
03 – AAS	X
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	X
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable? The need for the program is required for the community. Not all students are going to attend a four-year institution and the training of individuals to enter the labor force is critical. The trades provide a means for individuals to be effective contributors in their local economy. The students who leave the program with a certificate or degree are marketable in the residential or commercial market. More of the students are completing certificates at this time, however, with recruitment and marketing we hope to reverse this trend and have them complete the AAS.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources? The program needs to grow enrollment in order for it to be a cost effective program. Resources are sufficient at this time. The program should continuously monitor expenses over the next few years.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty

remain up-to-date with their professional training and/or certification? The program has been updated tremendously since the previous review. The lab conditions have improved and is now a viable teaching lab. The tooling and equipment reflect current standards and are applicable to the HVAC field. The full-time instructor remains up to date with current teaching practices and field specific skills. The program does need to locate and employ part-time faculty who will provide quality instruction maintaining, consistency with program objectives and outcomes.

CTE PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	47.0201

Career Cluster	Career Pathway
Heating, Refrigeration, and Air Conditioning Technology	Technician

Program of Study	SVCC's Program Title
Heating, Refrigeration, and Air Conditioning Technology	Heating, Refrigeration, and Air Conditioning (H84)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	X
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	X
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable? The need for the program is required for the community. Not all students are going to attend a four-year institution and the training of individuals to enter the labor force is critical. The trades provide a means for individuals to be effective contributors in their local economy. The students who leave the program with a certificate or degree are marketable in the residential or commercial market. More of the students are completing certificates at this time, however, with recruitment and marketing we hope to reverse this trend and have them complete the AAS.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?
The program needs to grow enrollment in order for it to be a cost effective program. Resources are sufficient at this time. The program should continuously monitor expenses over the next few years.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the

program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

The program has been updated tremendously since the previous review. The lab conditions have improved and is now a viable teaching lab. The tooling and equipment reflect current standards and are applicable to the HVAC field. The full-time instructor remains up to date with current teaching practices and field specific skills. The program does need to locate and employ part-time faculty who will provide quality instruction maintaining, consistency with program objectives and outcomes.

CTE PROGRAM REVIEW SUMMARY REPORT
Required **ICCB Program Review Report**

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	52.0203

Career Cluster	Career Pathway
Logistics and Materials Management	Management

Program of Study	SVCC's Program Title
Warehousing & Distribution	Warehousing & Distribution Specialist (H70)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	**X**

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	**X (FY 2015)**
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?
We believe there is a need for this program as many of our local industries are warehouse/distribution industries (Walmart Distribution, Rayovac). However, not enough interest has been garnered for this certificate program by students. It has been suggested that the certificate program be discontinued and converted into a bachelor degree program instead. This bachelor degree would be in logistics, warehousing, and supply chain management. Currently, there are talks between Western Illinois University and SVCC to create a 2+2 program instead of this certificate. It will take another year to determine if this is possible.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?
There have not been any classes held during the last five years and therefore the program's cost effectiveness cannot be determined.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the

program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?
Not possible to evaluate.

CTE PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	15.0799

Career Cluster	Career Pathway
Quality Control and Safety Technologies	Quality Assurance

Program of Study	SVCC's Program Title
Manufacturing	Manufacturing: Lean (H72)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	**X**

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	**X**
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

> *Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*
> This certificate program has not had enough students to support it and therefore it will be downgraded to "inactive status." However, most local industries in the region are using lean manufacturing so it is possible that this becomes a viable program in the near future. However, it is also possible that this certificate may be discontinued or totally restructured to become a bachelor's degree program. It will be reviewed again next year to determine if it comes off inactive status or if the program is dropped.
>
> *Cost-effectiveness: Is the program cost effective? Does the program require additional resources?*
> There have not been any classes held during the last five years and therefore the program's cost effectiveness cannot be determined.
>
> *Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*
> Not possible to evaluate.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	49.0205

Career Cluster	Career Pathway
Truck and Bus Driver	Transportation Operation

Program of Study	SVCC's Program Title
Commercial Driver's License	Commercial Driver's License (T10)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	X
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

> *Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*
> CDL class enrollment drops when local funding from sources such as WIA, Dislocated Workers, and Tri-County Opportunities is depleted. Fortunately, we can offer a class with as few as three students. Students receive a certificate of completion and their CDL license upon passing their state exam. The need for commercial truck drivers is high and students have jobs waiting for them upon course completion if they choose to drive regionally.
>
> *Cost-effectiveness: Is the program cost effective? Does the program require additional resources?*
> The course is cost effective due to the outsourcing of equipment and instruction to Illinois Valley Community College. We act as the middleman by taking registrations and enrolling the students. We pay IVCC per student so classes are always profitable.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

The program has remained the same for the past five years. We offer the course in partnership with IVCC. We have not had any problems with their instructors as they have all been very qualified and well received.

This program does not impact local businesses immediately since most local hauling requires experienced drivers. After one of our students has been on the road for a year and can show a clean driving record, then more local jobs become available.

CTE PROGRAM REVIEW SUMMARY REPORT
Required **ICCB Program Review Report**

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	48.0508

Career Cluster	Career Pathway
Welding Technology	Welder

Program of Study	SVCC's Program Title
Welding	Welding: Pipe Welding (H47)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	**X**

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	**X**
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?
Enrollment for welding classes continues to grow. We have 4 adjunct instructors and have recently added a fulltime instructor. We have added classes throughout the day and run five night classes. Students are completing welding certificates as currently there is no degree. Students finishing the welding certificates are employable and continue to help fill the need for skilled trades for area employers.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?
Currently the program loses money. As the program grows, as it seems to be, the program should become more cost effective. The program is very cost sensitive and uses mostly donated metal to use in the program.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

Since the last program review we have replaced our old machines with industrial sized welding machines, we have moved into our new renovated welding area, we created and started the pipe welding program, and we have recently hired another full time welding instructor. To improve instruction we need to implement welding lab outlines to ensure consistency through all welding classes. Local businesses are aware of our program; Sauk welding graduates are considered by most employers when they have a need for welders. Both fulltime faculty are members of the American Welding Society. One instructors holds credential as a Certified Associate Welding Inspector. It is the goal of the department for both fulltime faculty to become a Certified Welding Inspector. This would allow us to give welder certification tests.

CTE PROGRAM REVIEW SUMMARY REPORT
***Required* ICCB Program Review Report**

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	48.0508

Career Cluster	Career Pathway
Welding Technology	Welder

Program of Study	SVCC's Program Title
Welding	Welding: Entry Level (H48)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	**X**

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	
Significantly modified	**X**
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?
Enrollment for welding classes continues to grow. We have 4 adjunct instructors and have recently added a fulltime instructor. We have added classes throughout the day and run five night classes. Students are completing welding certificates as currently there is no degree. Students finishing the welding certificates are employable and continue to help fill the need for skilled trades for area employers.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?
Currently the program loses money. As the program grows, as it seems to be, the program should become more cost effective. The program does operate within its allocated budget. The program is very cost sensitive and uses mostly donated metal to use in the program.

Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?

Since the last program review we have replaced our old machines with industrial sized welding machines, we have moved into our new renovated welding area, we created and started the pipe welding program, and we have recently hired another full time welding instructor. To improve instruction we need to implement welding lab outlines to ensure consistency through all welding classes. Local businesses are aware of our program; Sauk welding graduates are considered by most employers when they have a need for welders. Both fulltime faculty are members of the American Welding Society. One instructors holds credential as a Certified Associate Welding Inspector. It is the goal of the department for both fulltime faculty to become a Certified Welding Inspector. This would allow us to give welder certification tests.

CTE PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Program Identification Information (only one CIP per template)

6-digit CIP	48.0508

Career Cluster	Career Pathway
Welding Technology	Welder

Program of Study	SVCC's Program Title
Welding	Welding: Advanced (H49)

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	X

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	X
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

> *Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*
>
> Enrollment for welding classes continues to grow. We have 4 adjunct instructors and have recently added a fulltime instructor. We have added classes throughout the day and run five night classes. Students are completing welding certificates as currently there is no degree. Students finishing the welding certificates are employable and continue to help fill the need for skilled trades for area employers.
>
> *Cost-effectiveness: Is the program cost effective? Does the program require additional resources?*
>
> Currently the program loses money. As the program grows, as it seems to be, the program should become more cost effective. The program does operate within its allocated budget. The program is very cost sensitive and uses mostly donated metal to use in the program.
>
> *Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*

Since the last program review we have replaced our old machines with industrial sized welding machines, we have moved into our new renovated welding area, we created and started the pipe welding program, and we have recently hired another full time welding instructor. To improve instruction we need to implement welding lab outlines to ensure consistency through all welding classes. Local businesses are aware of our program; Sauk welding graduates are considered by most employers when they have a need for welders. Both fulltime faculty are members of the American Welding Society. One instructors holds credential as a Certified Associate Welding Inspector. It is the goal of the department for both fulltime faculty to become a Certified Welding Inspector. This would allow us to give welder certification tests.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Athletic Training (AS 835)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?
The objective of the courses within this program is to provide students with an associate degree and provide them with an opportunity to move on to an athletic training program within a four year university. The number of graduates in the program have continued to decrease with no fulltime faculty to drive the program goals.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?   The courses within this program are appropriate to meet the needs of students that are wanting to achieve the acceptance into a university that offers hands on training for the athletic training seeking student. These courses have the ability to transfer out and be accepted into four year universities.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? Many of the courses could be offered online in order to be more cost effective. The program does not have the expense of an athletic trainer or athletic training facility at this time.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.
The athletic training program is in need of an athletic trainer and an athletic training facility in order to improve enrollment and interest within the program. Students need to have the hands on experience and internship quality involvement that an onsite facility, and trainer would provide.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

SVCC course	List the universities the class articulates with
PED 102	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 103	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 106	EIU, ISU, NIU, SIUC, WIU.
PED 115	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 117	EIU, ISU, NIU, SIUC, WIU.
PED 120	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 121	EIU, ISU, NIU, SIUC, UIUC, WIU.

PED 123	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 125	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 126	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 127	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 129	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 130	EIU, ISU, SIUC, UIUC, WIU.
PED 131	EIU, ISU, SIUC, UIUC, WIU.
PED 132	EIU, ISU, SIUC, UIUC, WIU.
PED 133	EIU, ISU, SIUC, UIUC, WIU.
PED 134	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 135	EIU, ISU, SIUC, UIUC, WIU.
PED 137	EIU, ISU, SIUC, UIUC, WIU.
PED 138	EIU, ISU, SIUC, UIUC, WIU.
PED 139	EIU, ISU, SIUC, UIUC, WIU.
PED 140	EIU, ISU, SIUC, UIUC, WIU.
PED 141	EIU, ISU, SIUC, UIUC, WIU.
PED 143	EIU, ISU, SIUC, UIUC, WIU.
PED 144	EIU, ISU, SIUC, UIUC, WIU.
PED 145	EIU, ISU, SIUC, UIUC, WIU.
PED 146	EIU, ISU, SIUC, UIUC, WIU.
PED147	EIU, ISU, SIUC, UIUC, WIU.
PED 148	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 150	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 151	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 152	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 153	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 155	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 160	EIU, ISU, SIUC, UIUC, WIU
PED 163	EIU, ISU, SIUC, UIUC, WIU
PED 165	EIU, ISU, SIUC, UIUC, WIU
PED 170	EIU, ISU, SIUC, UIUC, WIU
PED 171	EIU, ISU, SIUC, UIUC, WIU
PED 208	EIU, ISU, SIUC, UIUC, WIU
PED 209	EIU, ISU, SIUC, WIU.
PED 210	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 211	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 212	EIU, ISU, SIUC, UIUC, WIU.
PED 213	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 214	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 216	EIU, ISU, SIUC, UIUC, WIU
PED 217	EIU, ISU, SIUC, UIUC, WIU
PED 220	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 234	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 250	EIU, ISU, SIUC, UIUC, WIU
PED 252	EIU, ISU, SIUC, UIUC, WIU
PED 254	EIU, ISU, SIUC, UIUC, WIU
PED 256	EIU, ISU, SIUC, UIUC, WIU

PED 258	EIU, ISU, SIUC, UIUC, WIU
PED 260	EIU, ISU, NIU, SIUC, UIUC, WIU.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Biology (AS 413)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The biology program provides quality learning opportunities designed to address the diverse needs of today's student population. The area offers courses that cover all the essential topics required for biology majors and non-biology majors who transfer to four-year institutions or other programs. All biology courses transfer and articulate thru IAI.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

The number of declared biology majors is small, but the enrollment has remained consistent with no evidence of diminishing in the future. Courses in the biology program cover all the essential topics required for biology majors who transfer to four-year institutions. Course offerings provide the pre-professional course requirements for admission into professional schools and health career programs. The discipline offers courses for students who need biology courses in order to meet their general education science requirements. All core courses articulate thru IAI.
Biology, chemistry, physics and math course schedules have been coordinated to prevent/minimize conflicts in scheduling. Coordinating cross-discipline schedules allows students to complete the programs within two years.

Baccalaureate biological science programs are diverse. Students are encouraged to decide the direction or specialization within the Biological Sciences major as early as possible, and are advised to complete the introductory biological sciences course sequence before transferring. Students who do not complete all the introductory courses may have to repeat a course, since material may be arranged differently by other institutions.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?
Continue to practice methods currently being used to remain cost-effective. Schedule courses based on student need.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Persistence rates are low for our introductory courses into various programs but increase dramatically in the courses that follow. Daily quizzes are now given to students in entry level courses in the biology program to improve persistence rates. We plan to continue to gather data on these courses to find effective methods of increasing persistence rates of students.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

BIO 103	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 104	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 105	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 105 + 123 + 131	NIU
BIO 106	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 108	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 109	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 109 + 110	EIU, NIU, WIU
BIO 110	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 111	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 120	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 123	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 123 + 131	NIU, WIU
BIO 131	EIU, ISU, NIU, SIUC, UIUC, WIU
BIO 270	EIU, ISU, NIU, SIUC, UIUC, WIU

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Business (AS 210)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?
Sauk Valley Community College's Associate in Science Transfer Program (220 and 210) prepares students with the first two years of a Bachelor's Degree in a Business Major to include the following Business Majors: (a) General Business, (b) Accounting, (c) Marketing, (d) Management, and (e) Business Education. The area offers courses that cover all the essential topics required for majors and non-majors who transfer to four-year institutions. All courses transfer and articulate thru IAI.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?
While the number of Business majors has decreased over the last few years, it is still a popular major at the College. The need for this degree is high as students are still transferring at relatively high numbers from Sauk to 4-year institutions.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?
Currently the classes are being offered inexpensively as most classes are taught by fulltime faculty. There is no need for additional resources. This program is revenue positive for the College.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.
The area competence is very high in this department as there are a number of doctorate faculty that teach these classes at Sauk. Further, the number of adjunct faculty is low for a program this size so less disconnect occurs between instructors and classes. Students tend to persist in their classes and are retained from semester to semester at very high levels.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

BUS 103	CTE 1420-ISU, BUS 100-ISU, MGMT 101-NIU, MGMT 170-SIUC, BUS 1_-UIUC, IS EL- WIU
BUS 104	BUS EL-EIU, EL NON-MAJOR-ISU, FINA 115-NIU, GEN EL-SIUC, ACE 240-UIUC, BUS EL-WIU

BUS 105	MAR EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 107	MIS EL-EIU, BTE 140-ISU, EL-NIU, IMS 103-SIUC, NC-UIUC, IS EL-WIU
BUS 112	BUS EL- EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, COMM 343 (LL)-WIU
BUS 119	BUS EL-EIU, EL NON-MAJOR-ISU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 205	MGT EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 206	MGT EL-EIU, EL NON-MAJOR-ISU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 208	MGT EL-EIU, EL NON-MAJOR-ISU, FIN 208, IST 208-SIUC, BADM 301-UIUC, B L 431(LL)-WIU
BUS 208+ 209	BADM 1_-UIUC
BUS 209	MGT EL-EIU, EL NON-MAJOR-ISU, IST 208, OSS 209-SIUC, BADM 1_-UIUC, B L 432 (LL)-WIU
BUS 210	MAR EL-EIU, EL NON-MAJOR-ISU, EL- NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 211	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 213	MAR EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 214	BUS 2810-EIU, ECON 138/MQM 100 (S)-ISU, UBUS 223-NIU, ECON 308MATH 113/ACCT 208/MGMT 208-SIUC, ECON 1__-UIUC, DS 203-WIU
BUS 216	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL- WIU
BUS 218	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, BUS EL-WIU
BUS 222	BUS 270-EIU, FIL 185-ISU, MGMT 217-NIU, FIN 270, IST 208-SIUC, BADM 2_-UIUC, B L 230-WIU
BUS 237	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, PHL 105-UIUC, BUS EL-WIU
BUS 240	BUS EL-EIU, EL NON-MAJOR-ISU, NC-NIU, GEN EL-SIUC, NC-UIUC, BUS EL-WIU
BUS 270	BUS EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
BUS 271 (1)	BUS EL-EIU, EL NON-MAJOR-ISU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Business Accounting (AS 220)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

Sauk Valley Community College's Associate in Science Transfer Program (220 and 210) prepares students with the first two years of a Bachelor's Degree in a Business Major to include the following Business Majors: (a) General Business, (b) Accounting, (c) Marketing, (d) Management, and (e) Business Education. The area offers courses that cover all the essential topics required for majors and non-majors who transfer to four-year institutions. All courses transfer and articulate thru IAI.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

Business Accounting majors are relatively low, but remain high enough on an annual basis to justify the existence of the transfer program. A few transfer students graduate each year to senior institutions. Since the Business and Business Accounting programs are so similar at Sauk, students may be registering for the Business program instead.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Currently the classes are being offered inexpensively as most classes are taught by fulltime faculty. There is no need for additional resources. This program is revenue positive for the College.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

The area competence is very high in this department as there are a number of doctorate faculty that teach these classes at Sauk. Further, the number of adjunct faculty is low so less disconnect occurs between instructors and classes. Students tend to persist in their classes and are retained from semester to semester at very high levels.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

ACC 101	BUS 2101-EIU, ACC 131-ISU, ACCY 206-NIU, ACCT 220, ISAT 120*-SIUC, ACCY 1- UIUC, ACCT 201-WIU

ACC 102	BUS 2102-EIU, ACC 132-ISU, ACCY 207-NIU, ACCT 230, ISAT 220-SIUC, ACCY1_-UIUC,ACCT 202-WIU
ACC 101+ 102	ACC 2100-EIU, ACCY 201+ 202-UIUC
ACC 201	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL,ISAT 220-SIUC, GEN EL
ACC 202	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC,NC-UIUC, GEN EL-WIU
ACC 203	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, ACCY 2_-UIUC, GEN EL- WIU
ACC 204	ACC EL-EIU, EL NON-MAJOR- ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU
ACC 205	ACC EL-EIU, EL NON-MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, ACCT EL-WIU
ACC 207	ACC EL-EIU, EL NON MAJOR-ISU, EL-NIU, GEN EL-SIUC, NC-UIUC, GEN EL-WIU

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Chemistry (AS 414)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The chemistry program provides quality learning opportunities designed to address the diverse needs of today's student population. The chemistry program was built to provide an in-depth foundation of sequential coursework, preparing students who are majoring in chemistry for upper-division coursework. The chemistry area offers courses that satisfy requirements for non-chemistry majors who transfer to four-year institutions or other programs. All chemistry courses transfer and articulate thru IAI.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?
The number of declared chemistry majors is small, but the enrollment has remained consistent with no evidence of diminishing in the future. Courses in the chemistry program cover all the essential topics required for chemistry biology majors who transfer to four-year institutions. Course offerings provide the pre-professional course requirements for admission into professional schools and health career programs. The discipline offers courses for students who need biology courses in order to meet their general education science requirements. All core courses articulate thru IAI.

Biology, chemistry, physics and math course schedules have been coordinated to prevent/minimize conflicts in scheduling. Coordinating cross-discipline schedules allows students to complete the programs within two years.

Baccalaureate chemistry science programs are diverse. Students are encouraged to decide the direction or specialization within the chemistry major as early as possible, and are advised to complete the introductory chemistry course sequence before transferring. Students who do not complete all the introductory courses may have to repeat a course, since material may be arranged differently by other institutions.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? Continue to practice methods currently being used to remain cost-effective. Schedule courses based on student need.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Persistence rates are low for introductory courses into the chemistry program but increase dramatically in the courses that follow. Daily quizzes are now given to students in entry level courses in the chemistry program to improve persistence rates. We plan to continue to gather data on this course to find effective methods of improving persistence rates of students.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

CHE 101	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 102	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 103	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 105	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 105 + 106	UIUC
CHE 106	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 109	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 110	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 201	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 202	EIU, ISU, NIU, SIUC, UIUC, WIU
CHE 201 + 202	UIUC

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Engineering (AS 320)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

Engineering programs are highly structured to meet the Accreditation Board for Engineering and Technology (A.B.E.T.) standards required for registration as a professional engineer. The engineering program provides an in-depth foundation of sequential coursework in science and math, preparing students for upper-division coursework. All core courses articulate thru IAI.

Objectives of Physics 201 are to prepare students with the necessary mathematical and problem-solving skills to be successful in either the Engineering Physics I (Physics 211) course (for physics and engineering majors) or the Physics 202 course (for pre-professional studies

Physics 211 objective is to prepare students with sufficient mathematical and problem-solving skills to succeed in Physics 212, Engineering Physics II.

Physics 212 objective is to prepare students with sufficient mathematical and problem-solving skills to succeed in Physics 213, Engineering Physics III.

Students who complete prerequisite physics courses have a high success rate in subsequent physics classes.

Biology, chemistry, physics and math course schedules have been coordinated to prevent/minimize conflicts in scheduling for the engineering program. Coordinating cross-discipline schedules allows students to complete the programs within two years.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs? The number of declared engineering majors is small, but the enrollment has remained consistent with no evidence of diminishing in the future. Courses in the engineering program provide an in-depth foundation of sequential coursework in science and math, preparing students for upper-division coursework. All core courses articulate thru IAI.

Biology, chemistry, physics and math course schedules have been coordinated to prevent/minimize conflicts in scheduling in the engineering program. Coordinating cross-discipline schedules allows students to complete the programs within two years.

Baccalaureate engineering programs are diverse. Multiple tracks are often available. Students are encouraged to decide the direction or specialization within the engineering major as early as possible, and are advised to complete the introductory engineering sciences course sequence before transferring.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? Continue to practice methods currently being used to remain cost-effective. Schedule courses based on student need.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.
New labs have been added to all physics classes for the engineering program to increase their relevance to lecture course material; simulation software was used in classroom activities for concepts which are difficult to demonstrate in our classroom; teamwork group activities are given each class period on concepts introduced in the previous class.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

PHY 211	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 212	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 212 + 213	UIUC
PHY 213	EIU, ISU, NIU, SIUC, UIUC, WIU

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Physics (AS 417)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The physics program provides an in-depth foundation of sequential coursework in science and math, preparing students for upper-division coursework. The discipline offers courses for students who need physics courses in order to meet their general education science requirements. All core courses articulate thru IAI.

Objectives of Physics 201 are to prepare students with the necessary mathematical and problem-solving skills to be successful in either the Engineering Physics I (Physics 211) course (for physics and engineering majors) or the Physics 202 course (for pre-professional studies

Physics 211 objective is to prepare students with sufficient mathematical and problem-solving skills to succeed in Physics 212, Engineering Physics II.

Physics 212 objective is to prepare students with sufficient mathematical and problem-solving skills to succeed in Physics 213, Engineering Physics III.

Students who complete prerequisite physics courses have a high success rate in subsequent physics classes

Biology, chemistry, physics and math course schedules have been coordinated to prevent/minimize conflicts in scheduling. Coordinating cross-discipline schedules allows students to complete the programs within two years. Also, selected physics courses are offered on Friday, a day when other college courses are not scheduled.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

The number of declared physics majors is small, but the enrollment has remained consistent with no evidence of diminishing in the future. Courses in the physics program provide an in-depth foundation of sequential coursework in science and math, preparing students for upper-division coursework. Course offerings provide the pre-professional course requirements for admission into professional schools and health career programs. The discipline offers

courses for students who need physics courses in order to meet their general education science requirements. All core courses articulate thru IAI.

Biology, chemistry, physics and math course schedules have been coordinated to prevent/minimize conflicts in scheduling. Coordinating cross-discipline schedules allows students to complete the programs within two years.

Baccalaureate physics programs are diverse. Multiple tracks are often available. For example, some institutions offer a specialty in applied physics or certification for high school teaching. Students are encouraged to decide the direction or specialization within the physics major as early as possible, and are advised to complete the physics course sequence before transferring.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?
Continue to practice methods currently being used to remain cost-effective. Schedule courses based on student need.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

In physics, new labs have been added to all physics classes to increase their relevance to lecture course material; simulation software was used in classroom activities for concepts which are difficult to demonstrate in our classroom; teamwork group activities are given each class period on concepts introduced in the previous class.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

PHY 175	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 201	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 202	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 210	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 211	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 212	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 212 + 213	UIUC
PHY 213	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 221	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 221 + 222	NIU, SIUC
PHY 246	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 247	EIU, ISU, NIU, SIUC, UIUC, WIU
PHY 246 + 247	SIUC, WIU
PHY 270	EIU, ISU, NIU, SIUC, UIUC

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)   **Academic Year 2013 - 2014**

Academic Degree (discipline)	Physical Education (AS 891)

Summary

Objectives: What are the objectives of the course and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved? We do not have a full-time physical education faculty member in place to comment on the overall sequences of courses within the physical education department. We can however comment on the fitness center and the development throughout the courses PED 150-153. Here we develop a beginning base with our students within our first course offered and make sure that have a true understanding of the proper technique, proper amount repetition, proper amount of sets, and proper amount of weight that should be used when beginning our program. We evaluate our students to make sure that they are healthy enough for exercise and go through any issues that they may have and even consult with a physician if necessary. Here we take blood pressure, height, weight, resting heart rate, as well as perform flexibility and cardiovascular testing. This first course is offered in order to promote students to get in an exercise routine throughout the semester and maintain their exercise weekly. The following courses allow students to set goals and move on to more advance forms of exercise once they have gained a good base of proper technique and solid routine. It is important to us to make sure our students not only maintain but improve their mental, physical, and emotional health while completing our sequence of courses.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs? The courses offered at Sauk Valley Community College do meet the needs of the students as well as support academic programs. Each degree program has different qualifications on how many physical education courses are required or accepted as part of the program. Listed below in this summary is the list of all the different physical education courses at Sauk Valley Community College and the universities that they articulate with. The issue that we have is how many of these courses that we actually offer each year. The courses offered have declined in the last five years due to the fact that we have not had a full-time faculty member in position to promote and instruct more physical education courses.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? Our program does a wonderful job of making the best of what we have. We have kept our purchasing numbers down. We always make our own scratch paper instead of purchasing paper that we do not need. Our staff does a wonderful job keeping all of our lights and machines off throughout the year when they are not being occupied. We share equipment amongst the fitness center and other physical education courses in order to save on purchasing items for different courses. Although we are in need

of new equipment, we have not purchased any new equipment within the last five years and have done an excellent job maintaining the equipment we have.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

As mentioned many times before within this review we are in need of a full-time faculty member to overlook the physical education department.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

SVCC course	List the universities the class articulates with
PED 102	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 103	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 106	EIU, ISU, NIU, SIUC, WIU.
PED 115	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 117	EIU, ISU, NIU, SIUC, WIU.
PED 120	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 121	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 123	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 125	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 126	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 127	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 129	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 130	EIU, ISU, SIUC, UIUC, WIU.
PED 131	EIU, ISU, SIUC, UIUC, WIU.
PED 132	EIU, ISU, SIUC, UIUC, WIU.
PED 133	EIU, ISU, SIUC, UIUC, WIU.
PED 134	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 135	EIU, ISU, SIUC, UIUC, WIU.
PED 137	EIU, ISU, SIUC, UIUC, WIU.
PED 138	EIU, ISU, SIUC, UIUC, WIU.
PED 139	EIU, ISU, SIUC, UIUC, WIU.
PED 140	EIU, ISU, SIUC, UIUC, WIU.
PED 141	EIU, ISU, SIUC, UIUC, WIU.
PED 143	EIU, ISU, SIUC, UIUC, WIU.
PED 144	EIU, ISU, SIUC, UIUC, WIU.
PED 145	EIU, ISU, SIUC, UIUC, WIU.
PED 146	EIU, ISU, SIUC, UIUC, WIU.
PED147	EIU, ISU, SIUC, UIUC, WIU.
PED 148	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 150	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 151	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 152	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 153	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 155	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 160	EIU, ISU, SIUC, UIUC, WIU

PED 163	EIU, ISU, SIUC, UIUC, WIU
PED 165	EIU, ISU, SIUC, UIUC, WIU
PED 170	EIU, ISU, SIUC, UIUC, WIU
PED 171	EIU, ISU, SIUC, UIUC, WIU
PED 208	EIU, ISU, SIUC, UIUC, WIU
PED 209	EIU, ISU, SIUC, WIU.
PED 210	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 211	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 212	EIU, ISU, SIUC, UIUC, WIU.
PED 213	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 214	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 216	EIU, ISU, SIUC, UIUC, WIU
PED 217	EIU, ISU, SIUC, UIUC, WIU
PED 220	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 234	EIU, ISU, NIU, SIUC, UIUC, WIU.
PED 250	EIU, ISU, SIUC, UIUC, WIU
PED 252	EIU, ISU, SIUC, UIUC, WIU
PED 254	EIU, ISU, SIUC, UIUC, WIU
PED 256	EIU, ISU, SIUC, UIUC, WIU
PED 258	EIU, ISU, SIUC, UIUC, WIU
PED 260	EIU, ISU, NIU, SIUC, UIUC, WIU.

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT
<u>Required</u> ICCB Program Review Report

Sauk Valley Community College   **Academic Year 2013 – 2014**

Discipline Area	Business Education

Program need, cost-effectiveness & quality.
Please create a short summary paragraph for each question below.

<u>*Need*</u>*: Is it expected that there will be a continuing need for the program's courses? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?*

Yes, there is a continuing need for local business education. Customized training provides solutions that help maintain a competitive operation and a skilled, knowledgeable workforce. Our training programs are designed to improve the local business's performance, help them meet their goals and keep their employees trained to succeed. We offer training in a wide array of areas and can customize training to almost any request by area employers.

<u>*Cost-effectiveness*</u>*: Is the program cost effective? What steps can be taken to offer courses more cost effectively? Are additional resources needed?*

The expertise and resources of Sauk Valley Community College and our many collaborating organizations make tailor-made training affordable. Training may be conducted at the company site, Sauk Valley Community College, or another location. Training can also be done in groups to lower the cost per student ratio.

<u>*Quality*</u>*: What steps need to be taken to update or improve instruction?*

Our skilled staff analyze the business' needs and implement the most suitable skill-building solutions for their employees. We are continuously updating and extending our instruction pool and list of consultants for business training needs.

Describe any programmatic achievements already achieved or planned for the future.

Current corporate and business training is steady and continues to grow in demand as the business economy improves. State funding for businesses, such as Etip funding, assist with training costs and generate additional opportunities for business education. These training funds are provided to companies to use for corporate training. State funding assisted training is currently underway in our area with one local employer.

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT
<u>Required</u> ICCB Program Review Report
Sauk Valley Community College   **Academic Year 2013 – 2014**

Discipline Area	Community Education

Program need, cost-effectiveness & quality.
Please create a short summary paragraph for each question below.

<u>*Need*</u>*: Is it expected that there will be a continuing need for the program's courses? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?*

In addition to non-credit personal enrichment classes, career programs have been added to assist with employment. The need for short-term career programs will continue to be in demand for the foreseeable future. New non-credit programs are added each semester with an emphasis on staying current with market trends. Community events will continue to be offered to reflect a positive image on the college.

<u>*Cost-effectiveness*</u>*: Is the program cost effective? What steps can be taken to offer courses more cost effectively? Are additional resources needed?*

Only classes and trips with a profit are held. Any class that does not have enough enrollment to meet college costs is cancelled. Efforts are made to add programs that not only offer the community a value but make a profit for the college.

<u>*Quality*</u>*: What steps need to be taken to update or improve instruction?*

Instructors are hired for their skill level or expertise. Only individuals demonstrating a high skill level are allowed to teach the non-credit courses.

Describe any programmatic achievements already achieved or planned for the future.

Community Education classes enrollment seems to be tied directly to economic trends. With the economy on the upswing, enrollments are starting to climb again also. Students are taking professional development programs and gaining employment as a result of their newly attained skills. The purchase of a new firearms simulator has also allowed the area to expand to local police departments, as well as firearm enthusiasts.

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT
Required ICCB Program Review Report

Sauk Valley Community College   **Academic Year 2013 – 2014**

Discipline Area	Developmental Studies

Program need, cost-effectiveness & quality.
Please create a short summary paragraph for each question below.

Need: Is it expected that there will be a continuing need for the program's courses? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?

There is a significant need for the developmental courses. The area of developmental education works to develop college and career readiness skills for underprepared students in the shortest time frame possible. There may be a need in the future to implement developmental course content in area high schools. If knowledge and skills necessary for students to be college and career ready could be developed within exiting high schools, the number of students needing developmental education services at the college level would decrease. There will always be a need for developmental educational support, but the structure to support academic needs may change.

Cost-effectiveness: Is the program cost effective? What steps can be taken to offer courses more cost effectively? Are additional resources needed?

A Centralized Academic Support Center, for close proximity of the math lab, LRC, LAC and new writing center, could provide academic support that many developmental education students need to succeed. There is also a need for creating more certification programs for students who exhibit academic abilities which indicate they would be more successful in a skills-based career rather than a professional career.

Quality: What steps need to be taken to update or improve instruction?

Many measures are being taken to improve instruction and developmental faculty members have been very involved with curricular changes. In the future there is a need for developmental education faculty to assess general education courses to determine the courses that cause developmental education students difficulties after passing developmental education courses. Once specific objectives from general education courses have been identified (objectives that students struggle to master), supplemental instructional resources can be implemented into developmental courses or offered through a Centralized Academic Support Center.

Describe any programmatic achievements already achieved or planned for the future.

The area of developmental education will work to increase persistence rates for the college level courses that directly follow a developmental course and increase the graduation rates of students who have taken developmental courses.

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)   **Academic Year 2013-2014**

Student & Academic Services Area	Information Services

Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

The primary function of the SVCC Information Services Department is to support the learning environment for students, faculty and the community by providing access to a variety of resources and services.

During the last few years the Information Services Department has implemented several new services:

1. no longer maintaining our own email server and implemented Google email and Google apps for education.
2. virtualized 46 servers on to four physical server platforms.
3. implemented a text alert system that students can subscribe to and select the events that they would like to receive notifications for. These events include cancelled classes, College closings, student activity events, etc.
4. implemented a document imaging system to convert student records to electronic for easier and more reliable storage.

The strengths of the department include:

1. The strongest asset of the IS Department is its staff. IS staff is knowledgeable and believe that providing access to technology tools is an important part of students' learning. They also believe that they have an important role in providing appropriate and reliable access to those tools. IS staff have the following strengths:
   a. ability to implement technology solutions within budget and time constraints
   b. desire to assist faculty, staff, and students by providing information, advice, and services
   c. extensive technical knowledge
   d. ability to self-educate and to remain current in the field

The challenges of the department include:

1. The increasing costs of purchasing and maintaining system hardware and software.
2. Technology use by College employees and students continues to grow while the number of staff to support the technology use does not increase. As additional software "systems" are implemented throughout the College, existing IS staff are required to support it. This also limits the time that staff have for cross training and their ability to provide backup assistance for each other.

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required **ICCB Report**

Sauk Valley Community College (506)   **Academic Year 2013-2014**

Student & Academic Services Area	[Instructional Technology]

Major Findings and Improvements/Modifications to the Area
Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

At SVCC, the Instructional Technology department is what many colleges call their Teaching and Learning Center. Its primary function is to provide faculty development and support to improve the College faculty's ability to teach effectively, so that student learning and student retention is strengthened. Technology instruction and support are a major part of this function, but not the driving force. Faculty-centered activities include:

1) professional development opportunities of many types designed to build teaching-related skills and an awareness of current trends in higher education in general and community college education in particular (e.g., workshops, online courses, webinars, blogs on teaching topics, hybrid learning communities, individual consultation and lessons, breakout sessions at college-wide Workshop Days).

2) a wide variety of support services including assistance with projects impacting student learning (e.g., eportfolio development, multimedia production, technology tool research), an equipment checkout service, instruction for using enhanced classrooms, troubleshooting the LMS (Moodle) used for web-enhancing courses or teaching online, and extensive help with technology integration in all course modalities (e.g., face-to-face, hybrid, online, interactive television).

College-wide services, such as technology setup for campus events and multimedia production services for all departments on campus are also a significant part of our overall function.

The strengths of the department include:

1) the academic background (instructional design and technology), teaching experience, technology expertise, and dedication of the professional staff;

2) the customer service orientation in our relationships with our diverse* clientele;

3) the proactive approach we maintain to keep up in our fields (faculty development, new technologies, college teaching and learning, legislative changes affecting higher education such as copyright, accessibility, state authorization of online education, etc);

4) a commitment to supporting key initiatives of the College and academic projects taken on by individuals or their academic programs; for example:

   a. we designed, developed and produced the College's new First Year Experience 101 course and then we taught three sections of the class, co-lead faculty focus group feedback sessions, and are in the midst of redesigning the course based on faculty input;

   b. we are assisting the Dean of Instructions with the design and development of online orientation for new adjunct faculty;

   c. we regularly contribute professional development or skills training as part of staff Inservice days, faculty Workshop Days, and student orientations;

  d. we conduct several face-to-face workshops the day before Inservice Days to assist faculty with "Get Ready, Get Set" startup sessions each term;

5) ability to investigate and implement cost-saving approaches when acquiring needed technology updates, per budget limitations

*diverse = range of teaching experience, range of knowledge about learning research and student development at the college level, range of technology experience and interest, range of disciplinary instructional traditions, range of teaching philosophies, range of comfort levels with change and innovation, range of teaching styles and learning preferences, etc.

Our challenges include:

1) the lack of faculty contract language that provides incentives for faculty to take advantage of locally-produced professional development opportunities;
2) the amount of overload that most full-time faculty teach and on a four-day schedule (few classes on Fridays), so their availability for professional development is severely limited;
3) the perception of many of our clientele that we are a technology help desk primarily, instead of a faculty development and support service that also provides technology assistance

The last Program Review combined the Information Systems, Instructional Technology and Learning Resource Center (Library) in one review. Although, all three areas work closely together and share some commonalities in our respective missions, we are more complementary than similar, so are submitting individual reviews this time. For example, our department primarily supports faculty and staff, with limited student support services. The Instructional Technology quality improvements/modifications that were projected and accomplished since the last Program Review include:

1) the purchase of a web-conferencing/webinar software license (Blackboard Collaborate)
2) the selection of a new learning management system, following an extensive review of several options; Moodle is more tailored to the needs of the College, including a 24/7 hosted service which provides reliable service and knowledgeable staff support for consistent LMS operations
3) the development of an updated quality standards system for online classes
4) an expansion of enhanced classrooms by equipping a net of two more traditional classrooms, four computer lab classrooms, and most of the science labs, as well

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)   **Academic Year 2013-2014**

Student & Academic Services Area	Learning Assistance Center

Major Findings and Improvements/Modifications to the Area
Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

Since the Learning Assistance Center's primary mission is to supplement classroom instruction with tutoring, instructional materials, and equipment, college-wide testing was limited to math only testing in the LAC as a result of the college testing center opening during the 2010 Summer Session. Math testing was retained to encourage and enlighten students arriving for tests of the provided math tutoring in the center. This modification has allowed the staff to focus on tutoring rather than test proctoring.

The center provides comprehensive math tutoring through statistics and calculus. Although we offer writing tutoring, there is a need to beef up the current training of writing tutors and to encourage student usage of tutoring in the writing area. This process began by surveying English faculty during FY 13 and should continue with open communication to exchange ideas.

Although the LAC offers many hours of biology and chemistry tutoring, the possibility exists of incorporating a science study area in the LAC allowing the use of anatomical models and microscopes. This would require cooperation with the natural sciences faculty and assistant as well as the purchase of equipment.

The LAC must continue to adapt to changing student needs and cooperate to share resources with all entities of the college. Further communication with peer colleges to monitor changes in methods and technology must also be undertaken.

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)   **Academic Year 2013-2014**

Student & Academic Services Area	Learning Resource Center

Major Findings and Improvements/Modifications to the Area
Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

The function of the Learning Resource Center (LRC) is to support learning, instruction, and personal and professional development at the College through access to information and materials in a variety of formats. This support is primarily focused on students, faculty, and staff, although many of our resources are also available for use by members of the Sauk Valley community. Over the years since the last Program Review was written, the emphasis on collection of print materials has become a lower priority due to the emergence of an increasing number of high quality resources in electronic formats, which are accessible anytime, anywhere.

The LRC's status as a governing member of The Consortium of Academic and Research Libraries in Illinois (CARLI) has enabled the College to provide access to online scholarly resources by fully or partially subsidizing a number of them. These resources include EBSCO Academic Search Premier, ERIC, the Springer eBook collection, and educational streaming videos from Alexander Street Press. As statistics point to a decrease in the circulation of print formats, they reveal at the same time increased use of electronic formats. Although the CARLI-subsidized resources have proven invaluable to the LRC's mission, the demand for such resources is unlikely to remain static. The constraints of our present budget structure, which limits the acquisition of many materials to those which can only be owned and not leased, provides very little opportunity for the LRC to capitalize on the availability of many of the newer resources, such as eBook collections and research databases for specific curricular areas.

Nevertheless we will continue to search for and provide access to information from the full spectrum of ownership models and formats: leased, owned, open-source and proprietary. We will collaborate with faculty to ensure that the resources we collect are both useful and useable. And we will take advantage of the many resources available through interlibrary loan and collaborative resource sharing. Although the library paradigm has altered dramatically in recent years we will continue to apply our training and expertise to the goals of maximum access to resources, development of information literacy, and guidance in navigating through the often confusing world of information.

Program Review Schedule	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
CROSS DISCIPLINARY INSTRUCTION		Transfer functions and programs including the AA, AS, AAT, AES, other specialized transfer degree programs and the ALS degree program ○ Math Ed (AAT=686) ○ Special Ed (AAT=687) PRE-PROFESSIONAL ○ Pre-Physical Therapy/ Occupational Therapy Program (AS=830) ○ Pre-Professional Medical Program (AS=510)	○ General Education	○ Adult Education/ESL	○ Developmental Studies (GSP) ○ Personal and Professional Development (includes Vocational Skills and CDL Cert=T10) & Career Services
ACADEMIC DISCIPLINES (AA & AS DEGREES)	**HUMANITIES & FINE ARTS:** ○ Art (AA=601, AFA=150) ○ Foreign Language (AA=603) ○ Music (AFA=160) ○ Theatre Arts (AA=611) **NURSING:** ○ Nursing (AS=825)	**EDUCATION:** ○ Early Childhood Ed (AA=681) ○ Elementary Ed (AA=680) ○ Secondary Ed (AA=685, AS=885) ○ Special Ed (AA=690) **SOCIAL & BEHAVIORAL SCIENCES:** ○ Economics (AA=651, AS=851) ○ History (AA=652, AS=852) ○ Political Science (AA=653, AS=853) ○ Psychology (AA=655, AS=855)	**WRITTEN & ORAL COMMUNICATIONS:** ○ English (AA=602) ○ Mass (AA=614, AS=814) ○ Speech (AA=610, AS=810) **COMPUTER SCIENCE:** ○ Technical Track (AS=840) ○ Information Technology Track (AS=841) ○ Criminal Justice (AS=824)	**Mathematics** ○ Mathematics (AS=416)	**Business** ○ Business (AS=210) ○ Business Accounting (AS=220) **PHYSICAL AND LIFE SCIENCES:** ○ Biology (AS=413) ○ Chemistry (AS=414) ○ Physics (AS=417) ○ Engineering (AES=320) **Physical Education:** ○ Physical Education (AS=891) ○ Athletic Training (AS=835)

Program Review Schedule	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
		o Social Work (AA=620) o Sociology (AA=656, AS=856)			
CAREER & TECHNICAL EDUCATION (AAS DEGREES & CERTIFICATES)	**BUSINESS:** o Management (AAS=022 & Cert=B93) o Supervisory Management (Cert=B97) o Marketing (AAS=020 & Cert=B92) **NURSING:** o A.D.N. (AAS=052) o L.P.N. (Cert=E91) o Nurse Assistant (Cert=E93) **Environmental Controls** o Sustainable Technology (AAS = 070) o Sustainable Technologies (Cert=E70) o Solar Energy (Cert=H80) o Warehousing & Distribution Specialist (Cert=H70)*Follow-up Review	**EDUCATION:** o Early Childhood Ed (AAS=042) o Basic Early Childhood Ed (Cert=F15) o Advanced Early Childhood Ed (Cert=F16) o Paraprofessional Educator (AAS=041) **EMERGENCY MEDICAL TECHNICIAN:** o Basic (Cert=E95) o Paramedic (Cert=E97) o Emergency Medical Service (AAS=054) **Social Services:** o Human Services (AAS 089)	o Certified Manufacturing Assistant (Cert=H71) **COMPUTER INFORMATION SYSTEMS:** o Management Information Systems (Cert=B40) o Microcomputer Applications (AAS=076) o Specialist I (Cert=B32) o Specialist II (Cert=B36) o Web Design (Cert=B37) o Networking Professional (Cert=B35) o Networking Specialist (AAS=075& Cert=B31) o Server Specialist (AAS=077) o Server Administrator (Cert=B28)	o Art: Digital Media Arts (Cert=B24) o Basic computer-aided drafting technician o Radiologic Technology (AAS=051, Cert=E90) **Fire Science** • Fire Science (AAS = 039) • Advanced Technician Firefighter (Cert=F31) • Basic Operations Firefighter (Cert=F30) • Building Construction (Cert=F41) • Fire Prevention Principles(Cert=F42) • Fire Service Instructor I (Cert=F34)	**Accounting** o Accounting (AAS=021 & Cert=B90) **HEATING, REFRIGERATION, AIR CONDITIONING:** o Heating, Refrigeration, Air Conditioning (AAS=067) o HRAC: Entry Level Technician (Cert=H84) o Lean Manufacturing (Cert=H72) o Warehousing & Distribution Specialist (Cert=H70) **WELDING:** o Entry Level (Cert=H48) o Advanced (Cert=H49) o Pipe Welding (Cert =H47)

Program Review Schedule	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
CAREER & TECHNICAL EDUCATION, (AAS DEGREES & CERTIFICATES) continued			o PC technician (Cert=B29) **CRIMINAL JUSTICE:** o Criminal Justice/ Justice Affairs (AAS=082, Cert=C50) o Criminal Justice/Law Enforcement (AAS=081) **ELECTRONICS:** o Electronic Engineering Technology (AAS=065) o Electronic Service & Repair (Cert=H69) o Industrial Electronics (Cert=H65) o Microprocessor Maintenance (Cert=H64) o Industrial Maintenance Electrician (Cert=H94) o Multicraft (AAS=061) **OFFICE AND ADMINISTRATIVE SERVICES**: o Office & Administrative Services (AAS=023)	• Fire Service Vehicle Operator (Cert=F35) • Hazardous Materials I (Cert=F32) • Hazardous Materials II (Cert=F33) • Management I (Cert=F38) • Management II (Cert=F39) • Tactics and Strategy I (Cert=F40) • Technical Rescue Awareness (Cert=F36) • Vehicle/Machinery Operations (Cert=F37)	

Program Review Schedule	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
			o Admin. Assistant (Cert=B81) o Office Assistant (Cert B80) o Desktop Publishing Specialist (Cert=B33) o Financial Services Representative (Cert=B84) o Legal Assistant (AAS=026 & Cert=B82) o Medical Office Assistant (AAS=024 & Cert=B83) o Word Processing (Cert=B23)		
STUDENT & ACADEMIC SERVICES	o Financial Assistance	o Counseling/Advising o Retention o Disability Support Office	o Business Office o Dual Credit/ Recruitment o Student Activities	o Admissions and Records o Athletics	o Information Services o Instructional Technology Center o Learning Resource Center (Library) o Learning Assistance Center