

**PROGRAM REVIEW REPORT
2014-2015**

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

Dr. George J. Mihel, President

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Table of Contents

CAREER AND TECHNICAL EDUCATION.....	3
Business, Management and Administration.....	3
Management, A.A.S. 022	3
Management, Certificate B93	5
Supervisory Management, Certificate B97	7
Warehousing & Distribution Specialist, Certificate H70	9
Marketing Sales and Service Cluster.....	10
Marketing, A.A.S 020	10
Marketing, Certificate B92	12
Architecture and Construction.....	14
Sustainable Technologies, A.A.S. 070	14
Solar Energy, Certificate H80.....	16
Health Science.....	18
Associate Degree in Nursing, A.A.S. 052	18
Certified Nurse Assistant, Certificate E93	21
Licensed Practical Nurse, Certificate E91.....	23
ACADEMIC DISCIPLINE.....	26
Art, A.A. 601	26
Art, A.F.A. 150	28
Foreign Language, A.A. 603.....	30
Music, A.F.A. 160.....	32
Nursing, A.S. 825	34
Theatre Arts, A.A. 611.....	36
CROSS-DISCIPLINARY	38
No reviews scheduled for 2014-2015.....	38
STUDENT & ACADEMIC SUPPORT SERVICES.....	39
Financial Assistance Office	39
PROGRAM REVIEW SCHEDULE.....	40

CAREER AND TECHNICAL EDUCATION CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	52.0201
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Career Cluster	Career Pathway
Business, Management and Administration	Management

Program of Study	SVCC's Program Title
Business, Administration and Management, General	Management, A.A.S. 022

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: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the great recession which began in 2008. However, the recovery has not benefited all as the gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.

Cost effectiveness: Over the five-year review period, the total combined revenue for the management and marketing programs is \$447,422. Over the five-year review period, the total combined expenses are \$303,376. Over the five-year period, the total combined net income is \$145,045. Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals.

Program Quality: In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid

learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services. All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	52.0201
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Career Cluster	Career Pathway
Business, Management and Administration	Management

Program of Study	SVCC's Program Title
Business, Administration and Management, General	Management, Certificate B93

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: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the great recession which began in 2008. However, the recovery has not benefited all as the gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.

Cost effectiveness: Over the five-year review period, the total combined revenue for the management and marketing programs is \$447,422. Over the five-year review period, the total combined expenses are \$303,376. Over the five-year period, the total combined net income is \$145,045. Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals.

Program Quality: In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening

schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services. All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	52.0204
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Career Cluster	Career Pathway
Business, Management and Administration	Management

Program of Study	SVCC's Program Title
Office Management and Supervision	Supervisory Management, Certificate B97

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.*

<p>Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the great recession which began in 2008. However, the recovery has not benefited all as the gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.</p> <p>Cost effectiveness: Over the five-year review period, the total combined revenue for the management and marketing programs is \$447,422. Over the five-year review period, the total combined expenses are \$303,376. Over the five-year period, the total combined net income is \$145,045. Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals.</p> <p>Program Quality: In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid learning environments, (d) offered classes in both the campus day schedule and evening schedule formats, (e) offered classes in a campus Friday-only format, (f) offered classes off</p>
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campus directly to business entities who requested such formats, (g) offered classes in a sequenced daily format to attract students who may work a part-time job, (h) offered classes in a sequenced semester format to enable students to complete the programs on a timely basis, (i) promoted the programs through attendance, participation, and leadership in business and accounting professional civic organizations, (j) promoted the programs through attendance, participation, and leadership in business and accounting professional academic organizations, (k) served as mentors to business and accounting students through sponsorship of honors projects, (l) promoted the programs through attendance, participation, and leadership in governmental, not-for-profit, and religious organizations, and (m) served as tax preparers and accountants to specific population sub-groups who otherwise may not be able to afford these professional services. All program full-time faculty participate in the College's ongoing assessment strategies, methods, and techniques.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	52.0203
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Career Cluster	Career Pathway
Business, Management and Administration	Management

Program of Study	SVCC's Program Title
Logistics and Materials Management	Warehousing & Distribution Specialist, Certificate 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	X
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?

We believed that there was a need for this program as many of our local industries were warehouse/distribution industries (e.g., Walmart Distribution, Rayovac). However, students have not been interested in this certificate, and therefore, the classes for this certificate have not been held in the last six years. Therefore, this certificate program will be discontinued at SVCC.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

There have not been any classes held during the last six years. 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 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	52.1804
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Career Cluster	Career Pathway
Marketing Sales and Service Cluster	Professional Sales and Marketing Pathway

Program of Study	SVCC's Program Title
Selling Skills and Sales Operations	Marketing, A.A.S 020

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: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the great recession which began in 2008. However, the recovery has not benefited all as the gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.

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Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	52.1804
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Career Cluster	Career Pathway
Marketing Sales and Service Cluster	Professional Sales and Marketing Pathway

Program of Study	SVCC's Program Title
Selling Skills and Sales Operations	Marketing, Certificate B92

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.*

<p>Need: On the national level, overall business activity (real GDP) is forecasted to grow at a 2 to 3 percent rate in 2015. Furthermore, primarily because of new technologies, changes in how we produce and consume goods and services will accelerate. Our overall economy has improved greatly since the great recession which began in 2008. However, the recovery has not benefited all as the gap between incomes of those with college educations and those without has widened. In conclusion, we should continue to provide college level business education opportunities to our constituents.</p> <p>Cost effectiveness: Over the five-year review period, the total combined revenue for the management and marketing program is \$447,422. Over the five-year review period, the total combined expenses are \$303,376. Over the five-year period, the total combined net income is \$145,045. Analysis of the financial data reveals that these programs are cost effective in each of the five years under review as well as the overall five-year totals.</p> <p>Program Quality: In the past five years faculty and staff promotion techniques strategies, and methods have included the following: (a) offered classes in face-to-face campus learning environment, (b) offered classes in online learning environments, (c) offered classes in hybrid</p>
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CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	15.0503
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Career Cluster	Career Pathway
Architecture and Construction	Construction

Program of Study	SVCC's Program Title
Energy Management and Systems Technology/Technician	Sustainable Technologies, A.A.S. 070

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	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input checked="" type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

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?

[Sustainable Technologies enrollment is not sufficient to justify the program. Local industry has not provided any positive feedback regarding the need for a renewable energy degree. Only one employer has indicated a need for sustainable technologies technicians and they indicate that they would not hire a tech unless they also had the Multicraft degree. This program will be reevaluated in FY 2016, but will likely be eliminated.]

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

[The program is not cost-effective due to low enrollment. The program does not have the faculty required to attempt to grow 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?

Instructors have attended training in the field. The field has not grown in the local area as anticipated.

The following steps are being considered for FY 2016.

- a. Continue to offer the necessary program courses for the current Sustainable Technology degree for one year (FY 2016). After one year, the program would be deactivated before the beginning of the fall semester of 2017. This will allow any current students enough time to complete their degree or change majors if necessary.
- b. Reorganize the current HVAC program to include two or three sustainable technology classes. It would be necessary to remove the same number of courses from the HVAC program in order to keep the program load the same.
- c. Rename the HVAC program to better market and describe the "new" program. For example, HVAC and Green Technology was given as an example.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	15.0505
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Career Cluster	Career Pathway
Architecture and Construction	Construction

Program of Study	SVCC's Program Title
Solar Energy Technology/Technician	Solar Energy, Certificate H80

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	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input checked="" type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

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?
 [Sustainable Technologies enrollment is not sufficient to justify the program. Local industry has not provided any positive feedback regarding the need for a renewable energy degree or certificate. Only one employer has indicated a need for sustainable technologies technicians and they indicate that they would not hire a tech unless they also had the Multicraft degree. This program will be reevaluated in FY 2016, but will likely be eliminated.]

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?
 [The program is not cost-effective due to low enrollment. The program does not have the faculty required to attempt to grow 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?

Instructors have attended training in the field. The field has not grown in the local area as anticipated.

The following steps are being considered for FY 2016.

- a. Continue to offer the necessary program courses for the current Solar Energy certificate for ONE year (FY 2016). After one year, the program would be deactivated before the beginning of the fall semester of 2017. This will allow any current students enough time to complete their degree or change majors if necessary.
- b. Reorganize the current HVAC program to include two or three sustainable technology classes. It would be necessary to remove the same number of courses from the HVAC program in order to keep the program load the same.
- c. Rename the HVAC program to better market and describe the "new" program. For example, HVAC and Green Technology was given as an example.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	51.1601
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Career Cluster	Career Pathway
Health Science	Therapeutic Pathways

Program of Study	SVCC's Program Title
Nursing - Registered Nurse Training	Associate Degree in Nursing, A.A.S. 052

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	<input type="checkbox"/>
Significantly modified	<input checked="" type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

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?

Program applications have remained stable over the past five years for the RN AAS degree. The occupational demand is significant at least for the immediate future. All graduates that choose to become employed rather than moving directly to BSN completion become employed. The Robert Wood Johnson Foundation (RWJF) predicted a 22% increased need in the nursing workforce by 2018 with the 2.6 million jobs in the US increasing to 3.2 million. The aging nursing workforce is also referenced in this data stating that only 30% of nurses were below age 40 in 2008. The U.S. Nursing Workforce: Trends in Supply and Education report created by HRSA in April 2013 stated that 1/3 of the nursing workforce is older than 50. The average age of the RN population in the US is currently 44.6 years of age according to the HRSA report. However, trends are shifting that more young people are entering the profession, which is encouraging news. Men account for 9% of the current nursing workforce. 17% of the US population live in a rural environment. 24% of the LPN employment and 16% RN employment is noted as the national trend for rural areas. While we don't have tracking of data for our region specifically, this is reasonable information for us to consider. This HRSA report also notes there is an increased demand for nursing due to aging populations and increased patient acuity. Link to the April 2013 HRSA report:

<http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>

Nursing and the nation have responded to the shortage issue and 2014 reports are now noting that if current trends continue we may not have the nursing shortage anticipated. The December 2014 HRSA report titled “The Future of the Nursing Workforce: National-and State – Level Projections 2012 – 2015” discusses this different picture. The number of new RN’s more than doubled from 2001 to 2013 on a national level. If that growth trend in supply continues, we will have 33% more supply than demand for RN’s by 2025. Imbalances will still be present at the state level, but Illinois is not one of the states with a projected deficit. In fact, the report states that all Midwest states growth supply is expected to exceed demand. The HRSA report reflects on the fact that it is making several assumptions as a predictive model must. One of the assumptions is that the delivery of health care will remain unchanged and there is no change in retirements. The report also cautions that it is not considering nursing specialty areas or sites of practice. However, with the amount of nursing education seats that have been generated in the State of Illinois over the past 5 years it is possible that the deficit will not emerge. A 10% decrease in graduates and a change in nurses retiring early will result in a shortfall as was predicted in 2013.

December 2014 HRSA report link;

<http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/workforceprojections/nursingprojections.pdf>

August 2014 blog posting by Robert Wood Johnson Foundation link:

[An Unexpected Growth in the Nursing Workforce - Robert Wood Johnson Foundation](#)

The Institute of Medicine “Future of Nursing: Leading Change, Advancing Health” recommends higher levels of education in nursing. The recommended goal they have set is for 80% of the nursing population be BSN prepared by 2020. The HRSA report states that 34% of RN’s in rural areas hold a BSN or higher degree. Employment opportunities for LPN’s are shifting to nursing home/long term care, home health care and outpatient care centers instead of hospitals and physicians offices. Anecdotal information would offer our agreement with these trends or shifts in employment in our area. The goal of BSN preparedness for 80 % of the nursing population set by IOM has been well published and it most probably is most likely a factor in the slight increase of AS degrees awarded at our college.

The Illinois WIA 4 outlook referenced at

http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx

Projects a 14.76% increased need for RN’s and 6.68% increase for LPNs from 2010 – 2020. The Bureau of Labor Statistics projects a nationwide increased need for RN’s of 19% and 25% increase of LPN’s by 2022.

All of this data supports the program need.

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

The program is very cost effective. The RN AAS degree costs including everything from tuition and fees to physicals, immunizations and NCLEX application is approximately \$14,000. Students/graduate can secure all general education courses for the next level of education and save themselves additional funds. Exploration of neighboring university tuition and fees show a range of approximately \$400 - \$ 650 per credit hour. So, savings of \$20,000 is reasonable to expect with AAS degree completion here and transferable general education credits at SVCC as well to progress to the same level of credential and licensure.

It is critical that the program maintain the Health Professions Retention Specialist, lab assistant and number of full time faculty as we move forward with curriculum revision and accreditation application with the Accreditation Commission for Education in Nursing (ACEN).

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 nursing department has been working on a complete curriculum revision that we plan to submit to our SVCC Curriculum Committee and ICCB in Fall 2015. The goal of the revision is to create a more accelerated path for critical thinking and nursing judgment as the workforce needs and demands.

The program conducted a focus group with our local business partners in December 2014 for curriculum direction. We meet annually as a workforce council with our vocational training center, major employers and graduates. The dean has at least quarterly contact with the vice presidents of nursing at our local hospitals and the faculty have started to attend unit meetings at the hospital sites to enhance communication even further.

All nursing faculty assure continuing education is met on an annual basis. One faculty member will secure her doctorate degree on May 16, 2015. Another faculty member has completed her Master's degree in Nursing this academic year and our lab assistant is completing course work for BSN. We also all work to stay current with website and literature review as well as staying abreast of statewide initiatives.]

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	51.1614
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Career Cluster	Career Pathway
Health Science	Therapeutic Services

Program of Study	SVCC's Program Title
Nurse/Nursing Assistant/Aide and Patient Care Assistant	Certified Nurse Assistant, Certificate E93

Degree or Certificate Type	Check only one
03 – AAS	<input type="checkbox"/>
20 – Occupational Certificate of 30-50 credits	<input type="checkbox"/>
30 – Occupational Certificate of 29 or less credits	<input checked="" type="checkbox"/>

SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<input checked="" type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

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

<p><i>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?</i></p> <p>Enrollment has shifted downward since financial aid changes came about in July 2013. Our class offerings have been reduced from 8 - 9 per year to 5 per year. The enrollment has been able to be sustained at this level. The majority of students are completing and pass the certification exam for the State of Illinois. All graduates are able to secure employment if they so choose.</p> <p>Well prepared certified nursing assistants are in demand in the state of Illinois as well as nationally due to an ever increasing population of those over age 65. According to www.census.gov, 17.95% of our 4 surrounding counties population is 65 or over. In addition, the reported growth in this over 65 age group is expected to more than double by 2060. A more extensive impact in need for this profession will be noticed as those 85 and older is expected to triple over this period of time. To address shortages in all nursing fields, <i>The Illinois Health Care Workforce Report & Recommendations, Illinois Health Care Reform Implementation Council Workgroup on Workforce</i>, was published in January 7, 2014 and can be found at www.illinois.gov.</p>

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

[
The program cost is approximately \$1200 which includes not only tuition and fees, but textbooks, CPR, immunizations, physical and criminal background checks and state certification exam fees. This is a reasonable cost for completers that will be hired for a starting salary of \$19,100 according to the Bureau of Labor.

The most significant resource the program needs to maintain is qualified and certified faculty. The faculty need Train the Trainer, Alzheimer's and Evaluator certifications that require renewal every 5 years. Attendance at the annual CNA Educators statewide meeting is also of significant value that needs to be maintained.]

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 altered its curriculum within the past 2 years as required by the State of Illinois. Our workforce partners welcome having students and assure communication with us if any needs or issues arise. Program leaders are often requested to provide employment openings to our current students and graduates. 100% of the current faculty in this program have been with the program for 5 years or more and all are securing their refresher training for certification to teach CNA as well as meeting the continuing education requirements for maintaining their RN licensure.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Program Identification Information (only one CIP per template)

6-digit CIP	51.1613
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Career Cluster	Career Pathway
Health Science Career	Therapeutic Services

Program of Study	SVCC's Program Title
Licensed Practical /Vocational Nurse Training	Licensed Practical Nurse, Certificate E91

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	<input checked="" type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

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 are seeing a shift in the number of LPN applications as of March 2014. SVCC's LPN applicants in **FY 10 through FY 12** had 3 times the number of LPN applicants than could be accepted. FY 13 and 14 LPN applications were double the number that could be accepted and for the first time the ADN program applications increased by the same number. FY 15 LPN applicants total 21 qualified applicants. Twenty students are accepted into the program. Nine of the 21 have also secured a slot in the ADN program and will likely choose that curriculum. FY 16 may be the first time in decades that LPN enrollment is not full. The department does not know if this trend will continue, but we believe it is due to the variance in employment projections for RN and LPN. The number of declared majors has dropped at both the RN and LPN level at SVCC. The decrease in LPN is most likely associated with the larger projected RN demand and BSN goals noted in the AAS 0052 RN program review document also submitted.

Greater than 80% of the admitted students are completing the LPN certificate on time and we have had 93 – 100% pass rates for NCLEX for 8 of the past 9 years. This despite the national and state averages trending downward for LPN NCLEX pass rates.

The occupational demand is not as strong as the RN level, but the LPN remains a viable role and need in the health care arena. The U.S. Nursing Workforce: Trends in Supply and Education report created by HRSA in April 2013 notes there is an increased demand for nursing due to aging populations and increased patient acuity. Nationally 17% of the population is in the rural areas. 24% of the LPN employment nationally are in rural areas, such as ours according to this report.

<http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>

Our local population over the age of 65, which is where the majority of LPN nursing service is provided, ranges from the lowest in Ogle County at 16.8% to the highest in Bureau County with 19.5%. Mean over 65 population for our 4 county region is 17.95%. This is well above the state average of 13.5% in IL. (Ref: US Census Bureau. www.census.gov) So, the need in our area is comparable to national needs.

The Illinois Department of Financial and Professional Regulation's approved nursing programs and pass rates can be found at

<http://nursing.illinois.gov/education.asp#PRGMPASSRATES>

The data from this site lists 50 LPN programs in Illinois with 1,712 graduates as of December 2014. Since FY 10, 9 new LPN schools have been developed and approved in Illinois. Two - three established schools have decreased or eliminated their LPN option and are ADN only. FY 14 also saw the development of the military medic corpsman to LPN programming. This data along with the employability of our graduates supports SVCC LPN programming to be continued.]

Cost-effectiveness: Is the program cost effective? Does the program require additional resources?

[The LPN program costs the student approximately \$9000 to complete. This is a cost effective educational track especially when considering that starting income averages are approximately \$30,000 per year according to the Department of Labor and median earnings are listed at \$38,500.

The program equipment is functional and current due to institutional support, workforce partner donations and exploration of high fidelity manikins being shared in the hospital setting. \$19,000 towards equipment expenses over these past 5 years also seen in the ADN equipment costs is listed in the data tables for LPN under expenditures as well. This expense should probably be pro-rated between the LPN and ADN program as the equipment is used by both. This equipment cost added to the LPN program alone accounts for almost the entire (82.9%) of the negative fund. The change in apportionment is also a significant factor. Prior to the apportionment changes the LPN program was in a positive fund balance.

Accreditation criteria met for the ADN program will benefit the LPN program as well via up to date technology and faculty development support. The LPN program also utilizes a wide array of web based materials and testing. Devices to access these in the classroom and lab environment are a desire.]

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?

95% of LPN students complete the first semester. The students do need additional support in the second semester and the Health Professions Retention Specialist is key to providing that assistance. We have also identified that LPN's returning for their RN need assistance in areas that the generic ADN student does not. An orientation and mentoring program is being set up for this population the summer of 2015 to see if we can assist students with the LPN to RN transition. A future projection is the need to allow more LPN's to bridge to the RN level. This development will support that trend.

Curriculum revision in the LPN program will not generate as much change as it will at the ADN level, but we believe curriculum and accreditation will prompt us to create additional assessment methods. The program conducted a focus group with our local business partners in December 2014 for curriculum direction. We meet annually as a workforce council with our vocational training center, major employers and graduates. The dean has at least quarterly contact with the vice presidents of nursing at our local hospitals and the faculty have started to attend unit meetings at the hospital sites to enhance communication even further.

All nursing faculty assure continuing education is met on an annual basis. One LPN faculty member has completed her Master's degree in Nursing this academic year and our lab assistant is completing course work for BSN. We also all work to stay current with website and literature review as well as staying abreast of statewide initiatives.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Academic Degree (discipline)	Art, A.A. 601
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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 objectives of this program are to primarily to prepare students for transfer to B.A. and B.F.A programs, including requisite portfolio reviews. The courses in this program may also prepare students for careers involving art and design without transfer for additional related degrees. Our recently added Art 271 Professional Practices and Procedures in Art also helps with our students' marketability by training them in the writing of cover letters, artist statements and resumes, assemblage of a portfolio, website building and other key skills necessary for successful transfer and employment within the arts.

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?

With the current addition of studio courses over the last year we are currently offering a program appropriate for the needs of our students.

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

Our courses are being offered cost effectively. The department had a net income of \$301,887 over the last five years.

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 recent additions of our gallery, visual arts scholarship, student art awards and new studio courses have improved our program as a whole. These things not only bring more interest and reasons for students to attend Sauk for an art degree rather than traveling further to another college, but they also give the students opportunities to create outstanding achievements while at Sauk, making them more marketable to transfer schools and employers both. These opportunities must continue

Our recently added Art 271 Professional Practices and Procedures in Art also helps with our student's marketability by training them in the writing of cover letters, artist statements and resumes, assemblage of a portfolio, website building and other key skills necessary for successful transfer and employment within the arts. We need to encourage the students to enroll in this class and take advantage of the opportunities. Acquiring full time faculty for the art department would make these activities sustainable and benefit our students.

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

EL = elective

SVCC Course	Eastern Illinois University	Illinois State University	Northern Illinois University	Sothern Illinois University-Carbondale	Western Illinois University
ART 101	ART 1110	EL MAJOR	ART 102	AD 100A	ARTS 101
ART 102	ART 1111	EL MAJOR	ART 103	AD 100B	ARTS 102
ART 113	ART 1000	EL MAJOR	ART 100	GEN EL	ARTS 140
ART 114	ART 1001	EL MAJOR	ART 101	GEN EL	ARTS 240
ART 120	ART 2601G	ART 155	ARTh 291; GE HUM	AD 207A	ARTH 282
ART 121	ART 2602G	ART 156	ARTH 292; GE HUM	AD 207B	ARTH 283
ART 122	ART 3680	ART 257	GE HUM FA	AD 207C	ARTS EL
ART 213	ART 2000	ART 213	ARTS 200	GEN EL	ARTS 241

Academic Degree (discipline)	Art, A.F.A. 150
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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 objectives of this program are to primarily to prepare students for transfer to B.A. and B.F.A programs, including requisite portfolio reviews. The courses in this program may also prepare students for careers involving art and design without transfer for additional related degrees. Our recently added Art 271 Professional Practices and Procedures in Art also helps with our students' marketability by training them in the writing of cover letters, artist statements and resumes, assemblage of a portfolio, website building and other key skills necessary for successful transfer and employment within the arts.

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ART 102	ART 1111	EL MAJOR	ART 103	AD 100B	ARTS 102
ART 113	ART 1000	EL MAJOR	ART 100	GEN EL	ARTS 140
ART 114	ART 1001	EL MAJOR	ART 101	GEN EL	ARTS 240
ART 120	ART 2601G	ART 155	ARTh 291; GE HUM	AD 207A	ARTH 282
ART 121	ART 2602G	ART 156	ARTH 292; GE HUM	AD 207B	ARTH 283
ART 122	ART 3680	ART 257	GE HUM FA	AD 207C	ARTS EL
ART 213	ART 2000	ART 213	ARTS 200	GEN EL	ARTS 241

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Foreign Language, A.A. 603
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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 primary purpose for this program and its course sequences is to provide students with foundational instruction in the target languages while improving the students' ability to transition to four-year institutions.

In Spanish, this need is being met. In French and German, this is not being met. Our current plan is to revise the French courses during FY 2015 and offer them in FY 2016. As of yet, there is no solid plan to restart the German program.

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?

Spanish and French (beginning in FY 16) suit the needs of the students, but German is lacking.

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

Ideally, it would be best to hire a full-time instructor who could offer two of the three languages. However, the program currently has more revenue than expenses.

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.

For instructors in these disciplines, continuous practice is necessary to maintain fluency. We tend to rely on individual study and conference attendance, as well as membership in professional organizations like the Modern Language Association.

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

SVCC Class	Eastern Illinois University	Illinois State University	Northern Illinois University	Southern Illinois University	Western Illinois University

LAN 161	FLS 1101	LAN 111.15	FLSP 101	SPAN 140A, GEN EL	SPAN 121
LAN 162	FLS 1102	LAN 112.15	FLSP 102	SPAN 140B	SPAN 122
LAN 261	FLS 2201G	LAN 115.15	FLSP 201	SPAN 201A, GEN EL	SPAN 223
LAN 262	FLS 2202G	LAN 116.15	FLSP 202	SPAN 201B	SPAN 224
LAN 161	FLS 1101	LAN 111.15	FLSP 101	SPAN 140A, GEN EL	SPAN 121

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2014 - 2015

Academic Degree (discipline)	Music, A.F.A. 160
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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 objectives for the Associates in Fine Arts Music include:

1. Provide the first two years of basic music study for most music degrees.
2. Provide necessary support for students not ready for the conservatory atmosphere at an university.
3. Provide the college with public service in the arts through musical performance and cultural diversity.
4. Provide a humanities connection between the local populace, public and private school districts through higher education.
5. Provide professional development opportunities for our community through performance

These objectives are being met for some but not all music degrees that are available at the university.

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?

We are deficient in the areas related to music education and music theatre primarily. Our current offerings do not include dance instruction for the music theatre degree nor Introduction to Music Education courses for the music education degrees. We also do not provide music composition applied lessons for music composition majors. Both courses here could be offered on a tutorial basis until enrollment is high enough to justify a larger faculty. A full time faculty member can pick up these tutorials, whereas an adjunct is unable to as they have reached maximum hours as dictated by College policy. Our current AFA in Music is more appropriate for the following: Bachelor's in Music, Bachelor's in Music Business, Bachelor's in Music Therapy, and Bachelor's in Music History. We lack the necessary coursework for Performance, Education, Music Theatre, and Composition degrees using the WIU degree criteria.

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

Our department needs a modest increase in resources to meet the needs of the college transfer program. This would include a full-time professor of music to handle multiple tutorials beyond the full teaching load. We also should consider a long term plan to add a new performance space to the college in order to save rent on the Dixon Theatre and return our musicals and concerts to the main campus. This plan could be private fundraising, grants, or a combination of all. A theatre performance space could be used for civic and college programming. In general revenue exceeds expenses.

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.

More visits to discuss curriculum with our partner universities will help us maintain and update our current course curriculum alongside our education partners. It is imperative to maintain quality communication with local universities. New software has been purchased for the aural skills curriculum and an evaluation process (student and faculty) is being used for updating or changing the software when licensure expires. Inventory evaluation is ongoing and library cataloging is continuing as time permits.

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

EL = elective course

SVCC Class	Eastern Illinois University	Illinois State University	Northern Illinois University	Sothern Illinois University-Carbondale	Western Illinois University
MUS 106	MUS 0230	MUS 184	EL	GEN EL	MUS 105
MUS111	MUS EL	EL MAJOR	MUTC EL	GEN EL	MUS EL
MUS 112	MUS EL	EL MAJOR	MUTC EL	GEN EL	MUS EL
MUS 139	MUS EL	EL MAJOR	EL	GEN EL	MUS E
MUS 140	MUS EL	EL MAJOR	EL	GEN EL	MUS EL
MUS 150	MUS EL	EL MAJOR	MUHL EL; GE HUM	MUS 103	MUS 190
MUS 155	MUS 0201	MUS 181.03	MUSE EL	GEN EL	MUS 114
MUS171	MUS EL	MUS 122	MUSP EL	GEN EL	MUS 215
MUS 172	MUS EL	EL MAJOR	MUSP EL	GEN EL	MUS 215
MUS 173	MUS EL	EL MAJOR	MUSP EL	GEN EL	MUS 215
MUS 174	MUS EL	EL MAJOR	MUSP EL	GEN EL	MUS 215
MUS 181	MUS EL	EL MAJOR	MUTCSP EL	MUS 104A	MUS EL
MUS 182	MUS EL	EL MAJOR	MUTCSP EL	MUS 104B	MUS EL
MUS 211	MUS EL	EL MAJOR	MUTC EL	GEN EL	MUS EL
MUS 212	MUS EL	EL	MUTC EL	GEN EL	MUS EL
MUS 283	MUS EL	EL MAJOR	MUTCSP EL	MUS 204A	MUS EL
MUS 284	MUS EI	EL MAJOR	MUTCSP EL	MUS 204B	MUS EL

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Nursing, A.S. 825
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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 American Association of Colleges of Nursing (AACN) accredits baccalaureate education in professional nursing practice. The AACN has noted nine outcomes they believe are essential for this level of nursing education and are listed in their document titled “The Essentials of Baccalaureate Education for Professional Nursing Practice dated October 20, 2008. The objectives focus ranges from liberal education to professionalism and ethics.

The sequence of courses for the Nursing, A.S. at SVCC provides that liberal education and promotes the course work needed for our major transfer institutions of Northern Illinois University, UIC of the Quad Cities and St. Anthony’s College of Nursing – Rockford.

The enrollment trends have decreased which runs parallel to the overall college enrollment trends. It is of positive note that the Hispanic and male nursing student populations are higher than the profession itself. 15% of AS Nursing degree seeking students are Hispanic and 11% are male.

Retention trends are as expected as the students move to BSN completion based on the school of their choice.]

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 demand for BSN degrees is only increasing.]

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

This degree is very cost effective. The general education courses need to transfer are a significant savings if taken here at \$110 per credit hour versus \$400 – 700 at public or private university settings. All courses are transferrable.

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.

Dual enrollment programs with our university partners will be an excellent next step for this degree.]

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

[None.]

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2013 - 2014

Academic Degree (discipline)	Theatre Arts, A.A. 611
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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 courses in the Theatre Arts program at Sauk Valley Community College focus on preparing students for transfer to a 4-year college; our goal is to facilitate their immersion into a program beyond Sauk by developing skills in acting and technical theatre. Upon transferring to a 4-year college, our students, entering as third year students, transfer applicable credit and are able to participate in their new program on stage as an actor and behind the scenes as a stage manager or a technical crew member. Except for two of the courses in the Theatre Arts program, the students can register and complete the courses in any order. However, it is recommended that such courses as Basic Acting, Introduction to Technical Theatre, and Introduction to Theatre be taken in their first year. With open communication between the Theatre Arts program and the advising and counseling offices, students interested in the Theatre Arts program are made aware of this trajectory early in their development of a two year course plan.

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 in the Theatre Arts program are dependent upon two sets of students: those seeking to fulfill general education requirements and those seeking to pursue transfer to a 4-year theatre arts program. Numbers in the Theatre Arts program are relatively low; however, we graduate and/or transfer at least one student in our program each year. In the last 5 years we have had a 100% fall to spring retention rate, and in the last 4 years a 100% fall to fall retention rate. Though a hand-full of students have declared theatre as their major, several more students take all of the courses and participate in the productions; these students hope to minor in theatre. In regards to general education students, according to the data, these students make up the majority of the students in our introductory level theatre courses, especially Introduction to Theatre, which has seen close to 200 students in the last 5 years, and Basic Acting, which has enrolled close to 100 students in the last 5 years. These numbers mean that there are students who seek the opportunity to study theatre at SVCC, which means there is a need for this program.

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

In the Theatre Arts program aside from the salary for the instructor teaching the courses, the courses themselves do not require many funds to keep them running. However, a significant aspect of this program is the production season each year. When the cost of theatre performances are included within cost-effectiveness evaluation the College does lose revenue. However, the community outreach these performances have provided has been deemed as beneficial despite the cost. However, the actual program cost does not exceed revenue generated in the classes.

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.

Resources, student numbers, and the schedule of the full time faculty member are all challenges that can be overcome with the right plan. By maintaining current trends and making enhancements in certain areas, the program will continue to grow. Continuing community relations and partnerships, continuing to supply adequate resources to the program, developing and implementing a recruitment plan, devising a dual credit course system for the Theatre Arts, and creating a specific theatre concentration with THE headings, all will contribute to the successful development of the program.

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

SVCC Class	Eastern Illinois University	Illinois State University	Northern Illinois University	Southern Illinois University	Western Illinois University
SPE 141	THA 2140G	THDE 103	THEA 203; GE HUM	THEA 101	THEA 110
SPE 145	THA 2244	THDE 110	THEA 110	THEA 217	THEA 172
SPE 147	THA EL	THDE 102	EL	GEN EL	THEA 130
SPE 232	THA 1133	THDE 101	THEA 215	SPCM 201	COMM 170
SPE 233	THA EL	EL MAJOR	EL	SPCM 370, 201	COMM EL
SPE 240	THA EL	THDE 160	EL	GEN EL	THEA 110
SPE 245	THA EL	THDE 113	THEA EL	GEN EL	THEA 272

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

No reviews scheduled for 2014-2015.

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

Sauk Valley Community College (506)

Academic Year 2014-2015

Student & Academic Services Area	Financial Assistance Office
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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 Office of Student Financial Assistance is a vital service for students at Sauk Valley Community College. A variety of changes have been made since the last program review as listed below:

- Individualized loan counseling
- Implemented Filebound
- Implemented appropriate workflows for appeals and file completion.

The major finding is that the office needs to improve our financial literacy and default prevention measures.

During the next five years, it is proposed by this Program Review Committee that the Office of Student Financial Assistance focus its efforts on improving financial literacy for students and community members. The office will also look at utilizing a third party default prevention product to keep default rates low.

PROGRAM REVIEW SCHEDULE	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
CROSS DISCIPLINARY INSTRUCTION	Transfer functions and transfer degree programs including the AA, AS, AAT, & AES. <u>PRE-PROFESSIONAL</u> ○ 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)	<u>EDUCATION:</u> ○ Early Childhood Ed (AA=681) ○ Elementary Ed (AA=680) ○ Secondary Ed (AA=685, AS=885) ○ Special Ed (AA=690) <u>SOCIAL & BEHAVIORAL SCIENCES:</u> ○ Economics (AA=651, AS=851) ○ History (AA=652, AS=852) ○ Political Science (AA=653, AS=853) ○ Psychology (AA=655, AS=855) ○ Social Work (AA=620) ○ Sociology (AA=656, AS=856)	<u>WRITTEN & ORAL COMMUNICATIONS:</u> ○ English (AA=602) ○ Mass (AA=614, AS=814) ○ Speech (AA=610, AS=810) <u>COMPUTER SCIENCE:</u> ○ Technical Track (AS=840) ○ Information Technology Track (AS=841) ○ Criminal Justice (AS=824)	<u>Mathematics</u> ○ Mathematics (AS=416)	<u>Business</u> ○ Business (AS=210) ○ Business Accounting (AS=220) <u>PHYSICAL AND LIFE SCIENCES:</u> ○ Biology (AS=413) ○ Chemistry (AS=414) ○ Physics (AS=417) ○ Engineering (AES=320) <u>Physical Education:</u> ○ Physical Education (AS=891) ○ Athletic Training (AS=835)	<u>HUMANITIES & FINE ARTS:</u> ○ Art (AA=601, AFA=150) ○ Foreign Language (AA=603) ○ Music (AFA=160) ○ Theatre Arts (AA=611) <u>NURSING:</u> ○ Nursing (AS=825)

<p>CAREER & TECHNICAL EDUCATION (AAS DEGREES & CERTIFICATES)</p>	<p><u>EDUCATION:</u></p> <ul style="list-style-type: none"> ○ Early Childhood Ed (AAS=042) ○ Early Childhood Education: Educator (Cert=F16) ○ Early Childhood Education: Educator Assistant (Cert=F15) ○ Paraprofessional Educator (AAS=041) <p><u>EMERGENCY MEDICAL TECHNICIAN:</u></p> <ul style="list-style-type: none"> ○ Basic (Cert=E95) ○ Paramedic (Cert=E97) ○ Emergency Medical Service (AAS=054) <p><u>Social Services:</u></p> <ul style="list-style-type: none"> ○ Human Services (AAS 089) 	<ul style="list-style-type: none"> ○ Certified Manufacturing Assistant (Cert=H71) <p><u>COMPUTER INFORMATION SYSTEMS:</u></p> <ul style="list-style-type: none"> ○ Management Information Systems (Cert=B40) ○ Microcomputer Applications (AAS=076) ○ Specialist I (Cert=B32) ○ Specialist II (Cert=B36) ○ Web Design (Cert=B37) ○ Networking Professional (Cert=B35) ○ Networking Specialist (AAS=075& Cert=B31) ○ Server Specialist (AAS=077) ○ Server Administrator (Cert=B28) ○ PC technician (Cert=B29) <p><u>CRIMINAL JUSTICE:</u></p> <ul style="list-style-type: none"> ○ Criminal Justice/ Justice Affairs (AAS=082) ○ Criminal Justice/Law Enforcement (AAS=081) 	<ul style="list-style-type: none"> ○ Art: Digital Media Arts (Cert=B24) ○ Basic computer-aided drafting technician ○ Radiologic Technology (AAS=051, Cert=E90) <p><u>Fire Science</u></p> <ul style="list-style-type: none"> • 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) • Fire Service Vehicle Operator (Cert=F35) • Hazardous Materials I (Cert=F32) • Hazardous Materials II (Cert=F33) • Management I (Cert=F38) 	<p><u>Accounting</u></p> <ul style="list-style-type: none"> ○ Accounting (AAS=021 & Cert=B90) <p><u>HEATING, REFRIGERATION, AIR CONDITIONING:</u></p> <ul style="list-style-type: none"> ○ Heating, Refrigeration, Air Conditioning (AAS=067) ○ HRAC: Entry Level Technician (Cert=H84) ○ Manufacturing: Lean (Cert=H72) ○ Warehousing & Distribution Specialist (Cert=H70) <p><u>WELDING:</u></p> <ul style="list-style-type: none"> ○ Entry Level (Cert=H48) ○ Advanced (Cert=H49) ○ Pipe Welding (Cert =H47) 	<p><u>BUSINESS:</u></p> <ul style="list-style-type: none"> ○ Management (AAS=022 & Cert=B93) ○ Supervisory Management (Cert=B97) ○ Marketing (AAS=020 & Cert=B92) <p><u>NURSING:</u></p> <ul style="list-style-type: none"> ○ A.D.N. (AAS=052) ○ L.P.N. (Cert=E91) ○ Nurse Assistant (Cert=E93) <p><u>Environmental Controls</u></p> <ul style="list-style-type: none"> ○ Sustainable Technology (AAS = 070) ○ Solar Energy (Cert=H80) ○ Warehousing & Distribution Specialist (Cert=H70)*Follow-up Review
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**CAREER &
TECHNICAL
EDUCATION,
(AAS DEGREES &
CERTIFICATES)
continued**

o Criminal Justice:
Corrections (C50)

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)
- 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)

- Management II
(Cert=F39)
- Tactics and
Strategy I
(Cert=F40)
- Technical Rescue
Awareness
(Cert=F36)
- Vehicle/Machinery
Operations
(Cert=F37)

		<ul style="list-style-type: none"> ○ Word Processing (Cert=B23) 			
STUDENT & ACADEMIC SERVICES	<ul style="list-style-type: none"> ○ Counseling/Advising ○ Retention ○ Disability Support Office 	<ul style="list-style-type: none"> ○ Business Office ○ Dual Credit/ Recruitment ○ Student Activities 	<ul style="list-style-type: none"> ○ Admissions and Records ○ Athletics 	<ul style="list-style-type: none"> ○ Information Services ○ Instructional Technology Center ○ Learning Resource Center (Library) ○ Learning Assistance Center 	<ul style="list-style-type: none"> ○ Financial Assistance