

**PROGRAM REVIEW REPORT
2015-2016**

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

Dr. David Hellmich, President

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Table of Contents

CAREER AND TECHNICAL EDUCATION.....	3
Early Childhood Education: (A.A.S. 042)	3
Early Childhood Education: Educator (F16)	4
Early Childhood Education: Educator Assistant (F15).....	5
Paraprofessional Educator: (A.A.S. 041)	6
Social Services: (A.A.S. 0089)	7
ACADEMIC DISCIPLINE.....	9
Early Childhood Education: (A.A. 0681)	9
Elementary Education (A.A. 0680)	11
Economics: (A.A. 0651)	13
Economics: (A.S. 0851)	15
Elementary Education: (A.A. 0680)	17
History: (A.A. 0652)	19
History: (A.S. 0852)	21
Pre-Physical/Occupational Therapy (A.S. 830).....	23
Pre-professional Medical Program (A.S. 510)	24
Psychology: (A.A. 0655)	25
Psychology: (A.S. 0855).....	27
Political Science: (A.A. 0653).....	29
Political Science: (A.S. 0853)	31
Secondary Education: (A.A. 0685)	33
Secondary Education: (A.S. 0885)	35
Social Work: (A.A. 0620)	37
Sociology: (A.A. 0656)	39
Sociology: (A.S. 0856)	41
Special Education: (A.A. 0690)	43
CROSS-DISCIPLINARY	45
Transfer Functions (A.A., A.S., A.A.T., A.E.S. and A.F.A.)	45
STUDENT & ACADEMIC SUPPORT SERVICES.....	46
Academic Advising.....	46
Disability Support Office	47
Program Review Schedule	48

CAREER AND TECHNICAL EDUCATION SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	190709
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Career Cluster	Career Pathway
Human Services	Early Childhood Development and Services

Program of Study	SVCC's Program Title
Child Care Provider/Assistant	Early Childhood Education: (A.A.S. 042)

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 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: The program is needed. There have been 105 majors in the last 5 years, 30 of whom completed degrees. This is consistent with national degree completion averages. Students who complete this program are highly-employable, meeting both DCFS standards for employment and gaining Gateways credentials as well.

Cost-effectiveness: The program is not yet fully financially self-sustaining. Increased enrollment management and marketing practices have been established. Additional online courses will be developed and shared with the other ECE programs in our consortium to improve enrollment trends.

Quality: Since the last program review, the ECE curriculum has been completely revised. Most notably, the program is now Gateways entitled and offers 3 credentials. Program standards and course objectives are now aligned to NAEYC Standards for Early Childhood Professional Preparation. The full-time ECE instructor remains active in ACCESS and attends INCCRRA conferences yearly. The program has been selected to work with the Pathways to Results program, working with local industry leaders to tackle challenges faced by graduates in the field, and developing strategic improvements with both our dual-credit program schools and our local employers.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	190709
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Career Cluster	Career Pathway
Human Services	Early Childhood Development and Services

Program of Study	SVCC's Program Title
Child Care Provider/Assistant	Early Childhood Education: Educator (F16)

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

Need: The program is needed. There have been 24 declared certificate seekers in the last 5 years, and 5 completions. This is because the previous curriculum was not correctly scaffolded to subsequent degrees, and student sought the higher degree. This scaffold is now in place. Students who complete this program are highly-employable, meeting both DCFS standards for employment and gaining Gateways credentials as well.

Cost-effectiveness: The program is not yet fully financially self-sustaining. Increased enrollment management and marketing practices have been established. Additional online courses will be developed and shared with the other ECE programs in our consortium to improve enrollment trends.

Quality: Since the last program review, the ECE curriculum has been completely revised. Most notably, the program is now Gateways entitled and offers 3 credentials. Program standards and course objectives are now aligned to NAEYC Standards for Early Childhood Professional Preparation. The full-time ECE instructor remains active in ACCESS and attends INCCRRA conferences yearly. The program has been selected to work with the Pathways to Results program, working with local industry leaders to tackle challenges faced by graduates in the field, and developing strategic improvements with both our dual-credit program schools and our local employers.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	190709
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Career Cluster	Career Pathway
Human Services	Early Childhood Development and Services

Program of Study	SVCC's Program Title
Child Care Provider/Assistant	Early Childhood Education: Educator Assistant (F15)

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	<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: The program is needed. There have been 6 declared certificate seekers in the last 5 years, and 71 completions. This is because the previous curriculum was not correctly aligned to employment standards, but completions were forced. This correct alignment is now in place. Students who complete this program are highly-employable, meeting both DCFS standards for employment and gaining Gateways credentials as well.

Cost-effectiveness: The program is not yet fully financially self-sustaining. Increased enrollment management and marketing practices have been established. Additional online courses will be developed and shared with the other ECE programs in our consortium to improve enrollment trends.

Quality: Since the last program review, the ECE curriculum has been completely revised. Most notably, the program is now Gateways entitled and offers 3 credentials. Program standards and course objectives are now aligned to NAEYC Standards for Early Childhood Professional Preparation. The full-time ECE instructor remains active in ACCESS and attends INCCRRA conferences yearly. The program has been selected to work with the Pathways to Results program, working with local industry leaders to tackle challenges faced by graduates in the field, and developing strategic improvements with both our dual-credit program schools and our local employers.

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	131501
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Career Cluster	Career Pathway
Education and Training	Teaching/Training

Program of Study	SVCC's Program Title
Teacher Assistant/Aide	Paraprofessional Educator: (A.A.S. 041)

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 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: The program is needed. There have been 10 declared degree seekers in the last 5 years, and 3 completions. This program meets the requirements of Illinois certification for “highly-qualified” teacher assistants and paraprofessionals. Although there are alternative routes to certification, this coursework ensures that students have additional exposure to important educational topics, including diversity and students with disabilities. For students with no previous post-secondary education, this program represents the best path to paraprofessional employment.

Cost-effectiveness: The program is very cost-effective, in that its requirements dovetail with those of other programs. There are no additional resources expended by the program save for marketing and advising.

Quality: [Program standards and course objectives are aligned to the Illinois Paraprofessional certification standards and the IPTS.]

CTE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Program Identification Information (only one CIP per template)

6-digit CIP	440701
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Career Cluster	Career Pathway
Human Services	Family and Career Services

Program of Study	SVCC's Program Title
Social Work	Social Services: (A.A.S. 0089)

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 checked="" 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?

Over the five year period (FY11-FY15) there were 72 declared majors resulting in 9 degrees awarded. There were a total of 6 transfer students and 2 bachelor degree completions. Enrollment within this program continues to decline. Although student's within the program gain the appropriate knowledge and skills to work within the field, entry level positions only require a high school diploma or equivalent.

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

The social work and social services programs total expenses over the five year period (FY11-FY15) were \$74,514. While the total revenue for both programs was \$127,710 with a net income of \$53,196. With a moderate positive net income these programs have remained easily within their allocated budgets despite low enrollment.

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?

There has not been a full-time faculty member within the social services program since 2006 after the retirement of a faculty member. The program has since consisted of part-time adjunct instructors. Adjuncts within the programs typically communicate via email if needed. Currently no faculty members within the program participate in academic assessment. Dual credit is not offered within the program. No online courses are currently offered. Faculty members within the social services program are required to attend professional development in order to acquire a specific amount of Continuing Education Units (CEU's) each year to maintain license(s) and/or certification(s) within their respected fields.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Early Childhood Education: (A.A. 0681)
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Summary

Objectives: The goal of this program is to support student transfer and acceptance to accredited teacher preparation programs in Illinois. The education program offers courses designed to improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy. Each of these courses is designed to fulfill a specific requirement of the licensure program at our most-frequent transfer schools. All course objectives are aligned to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE.

Need: After the most current changes at the state level to teacher preparation programs, we need to realign our curriculum to that of our most common transfer schools. Two of our courses are no longer contributing to program completion at senior institutions, and may need to be deleted or revised and resubmitted for articulation. The array of courses meets the needs of students transferring to our three-closest teacher certification programs.

Cost-effectiveness: The EDU curriculum is well-balanced in terms of access and cost-effectiveness. Courses are scheduled to minimize scheduling overlap between discipline courses and contributing courses. Courses are also offered in alternating formats (ie on-ground and online) to ensure students have access in the learning environment they prefer. The EDU faculty member is shared with the English department, offering flexibility in scheduling when course enrollments shift. There has been an increase in online enrollment; it may improve revenue to offer additional of the core courses in the online format.

Quality: The program enjoys higher than average retention and success rates at the course and program level. Program assessments show high success rates in student teaching dispositions for those students participating in observation activities (near 100% success). Assessment data reveals that students need more significant training in the mechanics of oral presentation and synthesis of multi-source research. Direct instruction in these critical skills will be increased in core courses. Program transfer rates remain steady, with slightly higher transfer numbers than degree completions.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
EDU 101	Elective	TCH 104	Elective	Elective	Elective
EDU 102	Elective	Elective	ETT 229	Elective	IDT 285
EDU 105	Elective	Elective	Elective	Elective	Elective
EDU 220	SPE 2000	SED 101	TLSE 240	Elective	SPED 210
EDU 221	Elective	ENG 170	Elective	Elective	LLA 313

EDU 222	Elective	Elective	Elective	Elective	Elective
EDU 225	Elective	Elective	Elective	Elective	Elective
EDU 227	Elective	Elective	MUED 360	MUS 101	Elective
EDU 275	Elective	PSY 215	EPS 300	EDUC 31	Elective
EDU 276	Elective	Elective	Elective	EDUC 310	EIS 203
EDU 277	SED 2000	Elective	Elective	EDUC 310	EIS 203
EDU 278	Elective	Elective	TLSE 260	EDUC 310	Elective

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Elementary Education (A.A. 0680)
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Summary

Objectives: The goal of this program is to support student transfer and acceptance to accredited teacher preparation programs in Illinois. The education program offers courses designed to improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy. Each of these courses is designed to fulfill a specific requirement of the licensure program at our most-frequent transfer schools. All course objectives are aligned to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE.

Need: After the most current changes at the state level to teacher preparation programs, we need to realign our curriculum to that of our most common transfer schools. Two of our courses are no longer contributing to program completion at senior institutions, and may need to be deleted or revised and resubmitted for articulation. The array of courses meets the needs of students transferring to our three-closest teacher certification programs.

Cost-effectiveness: The EDU curriculum is well-balanced in terms of access and cost-effectiveness. Courses are scheduled to minimize scheduling overlap between discipline courses and contributing courses. Courses are also offered in alternating formats (ie on-ground and online) to ensure students have access in the learning environment they prefer. The EDU faculty member is shared with the English department, offering flexibility in scheduling when course enrollments shift. There has been an increase in online enrollment; it may improve revenue to offer additional of the core courses in the online format.

Quality: The program enjoys higher than average retention and success rates at the course and program level. Program assessments show high success rates in student teaching dispositions for those students participating in observation activities (near 100% success). Assessment data reveals that students need more significant training in the mechanics of oral presentation and synthesis of multi-source research. Direct instruction in these critical skills will be increased in core courses. Program transfer rates remain steady, with slightly higher transfer numbers than degree completions.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
EDU 101	Elective	TCH 104	Elective	Elective	Elective
EDU 102	Elective	Elective	ETT 229	Elective	IDT 285
EDU 105	Elective	Elective	Elective	Elective	Elective
EDU 220	SPE 2000	SED 101	TLSE 240	Elective	SPED 210
EDU 221	Elective	ENG 170	Elective	Elective	LLA 313

EDU 222	Elective	Elective	Elective	Elective	Elective
EDU 225	Elective	Elective	Elective	Elective	Elective
EDU 227	Elective	Elective	MUED 360	MUS 101	Elective
EDU 275	Elective	PSY 215	EPS 300	EDUC 31	Elective
EDU 276	Elective	Elective	Elective	EDUC 310	EIS 203
EDU 277	SED 2000	Elective	Elective	EDUC 310	EIS 203
EDU 278	Elective	Elective	TLSE 260	EDUC 310	Elective

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Economics: (A.A. 0651)
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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?

Economics at Sauk provides transfer students with a grounding in basic economic principals, concepts and problem solving skills they will need to succeed in four-year baccalaureate programs. This is accomplished by offering relevant and transferable 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?

Economics at the Sauk satisfies both general education and program specific credit transfer needs of our students. The narrow range of courses we offer (2) meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.

Enrollment in our economics classes have been steady and for the most part correlate with or exceed overall enrollment at Sauk Valley.

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

The data provided clearly demonstrate that Sauk's Economics Program has been a steady and consistent money maker. In all years under review, revenues have exceeded expenses.

The need for supportive resources has been limited and has never exceeded budgeted amounts. Going forward, no material changes regarding additional resources are anticipated.

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.

Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. In addition, Professor Nelson makes a concerted effort to relate current events in our economy and capital markets to the course material covered. This includes the use of video snippets and articles that are impacting our present economy.

Our text is used by many highly reputable universities and colleges. Sauk students consistently perform well (relative to native students) at universities such as Northern Illinois

and Western Illinois. I have received positive feedback regarding their preparedness from former students and from professors at the 4 year schools they attend.

Persistence rates for ECO 211 have consistently been above 80% and for ECO 212 over 90%. For the last four years, all economics courses have been taught by full time faculty member John Nelson. His credentials include an MBA in Finance, CPA and extensive training in macroeconomics and capital markets while an employee of Citicorp Investment Bank in New York, Houston, and Los Angeles.

Statistical tracking of Economics majors is not meaningful in that there are typically only 1 to 3 such declared majors each academic year. |

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

SVCC Courses	EIU	ISU	NIU	SIUC	WIU
ECO 211	ECN 2801G	ECO 102	ECON 261	ECON 241	ECON 231
ECO 212	ECN 2802G	ECO 101	ECON 260	ECON 240	ECON 232

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Economics: (A.S. 0851)
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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?

Economics at Sauk provides transfer students with a grounding in basic economic principals, concepts and problem solving skills they will need to succeed in four-year baccalaureate programs. This is accomplished by offering relevant and transferable 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?

Economics at the Sauk satisfies both general education and program specific credit transfer needs of our students. The narrow range of courses we offer (2) meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.

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Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. In addition, Professor Nelson makes a concerted effort to relate current events in our economy and capital markets to the course material covered. This includes the use of video snippets and articles that are impacting our present economy.

Our text is used by many highly reputable universities and colleges. Sauk students consistently perform well (relative to native students) at universities such as Northern Illinois and Western Illinois. I have received positive feedback regarding their preparedness from former students and from professors at the 4 year schools they attend.

Persistence rates for ECO 211 have consistently been above 80% and for ECO 212 over 90%. For the last four years, all economics courses have been taught by full time faculty member John Nelson. His credentials include an MBA in Finance, CPA and extensive training in macroeconomics and capital markets while an employee of Citicorp Investment Bank in New York, Houston, and Los Angeles.

Statistical tracking of Economics majors is not meaningful in that there are typically only 1 to 3 such declared major each academic year.]

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

SVCC Courses	EIU	ISU	NIU	SIUC	WIU
ECO 211	ECN 2801G	ECO 102	ECON 261	ECON 241	ECON 231
ECO 212	ECN 2802G	ECO 101	ECON 260	ECON 240	ECON 232

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Elementary Education: (A.A. 0680)
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Summary

Objectives: The goal of this program is to support student transfer and acceptance to accredited teacher preparation programs in Illinois. The education program offers courses designed to improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy. Each of these courses is designed to fulfill a specific requirement of the licensure program at our most-frequent transfer schools. All course objectives are aligned to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE.

Need: After the most current changes at the state level to teacher preparation programs, we need to realign our curriculum to that of our most common transfer schools. Two of our courses are no longer contributing to program completion at senior institutions, and may need to be deleted or revised and resubmitted for articulation. The array of courses meets the needs of students transferring to our three-closest teacher certification programs.

Cost-effectiveness: The EDU curriculum is well-balanced in terms of access and cost-effectiveness. Courses are scheduled to minimize scheduling overlap between discipline courses and contributing courses. Courses are also offered in alternating formats (ie on-ground and online) to ensure students have access in the learning environment they prefer. The EDU faculty member is shared with the English department, offering flexibility in scheduling when course enrollments shift. There has been an increase in online enrollment; it may improve revenue to offer additional of the core courses in the online format.

Quality: The program enjoys higher than average retention and success rates at the course and program level. Program assessments show high success rates in student teaching dispositions for those students participating in observation activities (near 100% success). Assessment data reveals that students need more significant training in the mechanics of oral presentation and synthesis of multi-source research. Direct instruction in these critical skills will be increased in core courses. Program transfer rates remain steady, with slightly higher transfer numbers than degree completions.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
EDU 101	Elective	TCH 104	Elective	Elective	Elective
EDU 102	Elective	Elective	ETT 229	Elective	IDT 285
EDU 105	Elective	Elective	Elective	Elective	Elective
EDU 220	SPE 2000	SED 101	TLSE 240	Elective	SPED 210
EDU 221	Elective	ENG 170	Elective	Elective	LLA 313

EDU 222	Elective	Elective	Elective	Elective	Elective
EDU 225	Elective	Elective	Elective	Elective	Elective
EDU 227	Elective	Elective	MUED 360	MUS 101	Elective
EDU 275	Elective	PSY 215	EPS 300	EDUC 31	Elective
EDU 276	Elective	Elective	Elective	EDUC 310	EIS 203
EDU 277	SED 2000	Elective	Elective	EDUC 310	EIS 203
EDU 278	Elective	Elective	TLSE 260	EDUC 310	Elective

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	History: (A.A. 0652)
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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?

This program is designed to meet the needs of three groups: transfer students who need social sciences credits, education majors who require American history courses to complete bachelor's degrees, and history majors who need a firm grounding in American history and western civilization.

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 history program is an integral part of the curriculum at Sauk. During the past five years, 742 students have taken history classes (Table 1A). At the same time, we have had 51 history majors in the combined AA and AS programs (Table 3).

In this review cycle, we served 325 education majors. During the reporting period of this review, education majors were only required to have HIS 222; however, the state has changed its criteria. Beginning this year, education majors will be required to have both HIS 221 and HIS 222.

The four courses that we offer all fit Sauk's social sciences criteria, and the US history courses also fit the education majors' needs for state required coursework. Several years earlier, we had non-western history class, as well; however, our enrollment would not support larger offerings.

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

We are working to balance the course needs to enrollment numbers. Currently, we are looking at factors that will certainly raise our enrollments in the coming years, as well as choices to prune course offerings in such a way that will not hinder availability.]

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 the 2014-2015 academic year, we re-certified all of the history courses with the ICCB and IAI. As for assessment, I participate yearly. The current assessment findings suggest that more attention should be paid to research. I have changed the amount of direct instruction and added more textbook support.]

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

	EIU	ISU	NIU	SIUC	WIU
HIS 131	HIS 2560	HIS 101	HIST 110	HIST 101A	HIST 125
HIS 132	HIS 3555	HIS 102	HIST 111	HIST 101B	HIST 126
HIS 221	HIS 2010G	HIS 135	HIST 260	SOCS SUB 1	HIST 105
HIS 222	HIS 2020G	HIS 136	HIST 261	HIST 110	HIST 106

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	History: (A.S. 0852)
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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?

This program is designed to meet the needs of three groups: transfer students who need social sciences credits, education majors who require American history courses to complete bachelor's degrees, and history majors who need a firm grounding in American history and western civilization.

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 history program is an integral part of the curriculum at Sauk. During the past five years, 742 students have taken history classes (Table 1A). At the same time, we have had 51 history majors in the combined AA and AS programs (Table 3).

In this review cycle, we served 325 education majors. During the reporting period of this review, education majors were only required to have HIS 222; however, the state has changed its criteria. Beginning this year, education majors will be required to have both HIS 221 and HIS 222.

The four courses that we offer all fit Sauk's social sciences criteria, and the US history courses also fit the education majors' needs for state required coursework. Several years earlier, we had non-western history class, as well; however, our enrollment would not support larger offerings.

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

We are working to balance the course needs to enrollment numbers. Currently, we are looking at factors that will certainly raise our enrollments in the coming years, as well as choices to prune course offerings in such a way that will not hinder availability.]

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 the 2014-2015 academic year, we re-certified all of the history courses with the ICCB and IAI. As for assessment, I participate yearly. The current assessment findings suggest that more attention should be paid to research. I have changed the amount of direct instruction and added more textbook support.]

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

	EIU	ISU	NIU	SIUC	WIU
HIS 131	HIS 2560	HIS 101	HIST 110	HIST 101A	HIST 125
HIS 132	HIS 3555	HIS 102	HIST 111	HIST 101B	HIST 126
HIS 221	HIS 2010G	HIS 135	HIST 260	SOCS SUB 1	HIST 105
HIS 222	HIS 2020G	HIS 136	HIST 261	HIST 110	HIST 106

]

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Pre-Physical/Occupational Therapy (A.S. 830)
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Summary

Objectives:

This program prepares students to transfer to a college or university to pursue an advanced degree in occupational or physical therapy.]

Need:]

This program has had 287 registered majors over the last five years and is a viable major option for the students at SVCC.

Cost-effectiveness:]

This program is very cost-effective as the entire program is composed of general education classes or anatomy and physiology classes that already have large class sizes. Therefore, there is little extra cost to run this program.

Quality:]

As indicated by the “transfer functions” program review, students are generally performing well in transfer courses and are transferring at low, but acceptable numbers from SVCC (12 transfer students transferred in the last five years). The College will continue to investigate ways to improve transfer rates for this major.

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

There are no discipline-specific courses for this major. The program is composed of entirely general education courses or anatomy and physiology courses which will generally transfer to other four-year institutions.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Pre-professional Medical Program (A.S. 510)
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Summary

Objectives:

This program outlines the basic freshman-sophomore level courses required by medical schools, dental schools, veterinary schools, and pharmacy schools.

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Need:

This program has had 89 registered majors over the last five years and is a viable major option for the students at SVCC.

Cost-effectiveness:

This program is very cost-effective as the entire program is composed of general education classes or anatomy and physiology classes that already have large class sizes. Therefore, there is little extra cost to run this program.

Quality:

As indicated by the “transfer functions” program review, students are generally performing well in transfer courses. However, students in this program are transferring to four-year institutions at rather low numbers from SVCC. The College will continue to investigate and improve transfer rates in this major.

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

There are no discipline-specific courses for this major. The program is composed of entirely general education courses or anatomy and physiology courses which will generally transfer to other four-year institutions.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Psychology: (A.A. 0655)
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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 courses in the psychology transfer program are designed help students (both psychology majors and students completing general education requirements) develop a broad knowledge base in social science theory and research, and skills for basic application of this knowledge.]

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 array of courses currently offered in the psychology department is particularly well-suited for psychology majors and other transfer-bound students. All classes currently offered meet an IAI general education requirement in the social science area except Abnormal Psychology, which transfers as an elective only. While full-time and part-time staff members at SVCC have the interest and academic background to teach a wide array of psychology courses (e.g., research methods, neuroscience, health psychology, industrial/organization psychology), these courses are not likely to transfer as psychology courses. Additionally, as SVCC enrollment is in flux at this time, adding additional classes may trigger additional decline in GECC course enrollment and difficulty with staffing all classes at the SVCC campus.]

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

[Courses are currently offered at minimal cost, however, textbook costs for students might be minimized by use of open educational resources. There is a need for additional resources to update the department video collection. Open access to a large computer lab would facilitate class activities.]

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.

[Assessment results suggest that students with reading difficulties need additional support in PSY 103. Adaptive assessment, required enrollment in developmental reading, and testing/retesting protocols are currently being piloted and reviewed to assess impact on students with reading difficulties. All courses offered in the psychology department have IAI approval and transfer successfully to a number of institutions. Students in psychology courses have high rates of success as evidenced by grades, persistence, and retention rates. Faculty in the psychology department pursue innovative teaching strategies and are highly invested in professional development.]

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
PSY 103	PSY 1879G	PSY 110	PSYC 102	PSYC 102	PSY 100
PSY 200	ELE 2320	TCH 210	FCNS 280	EDUC 314	Elective
PSY 214	ELE 2320	TCH 210	FCNS 230	PSYC 301	PSY 221
PSY 215	Elective	PSY 223	Elective	PSYC 307	PSY 250
PSY 217	PSY 3780	Elective	Elective	PSYC 331	Elective

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Psychology: (A.S. 0855)
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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 courses in the psychology transfer program are designed help students (both psychology majors and students completing general education requirements) develop a broad knowledge base in social science theory and research, and skills for basic application of this knowledge.]

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 array of courses currently offered in the psychology department is particularly well-suited for psychology majors and other transfer-bound students. All classes currently offered meet an IAI general education requirement in the social science area except Abnormal Psychology, which transfers as an elective only. While full-time and part-time staff members at SVCC have the interest and academic background to teach a wide array of psychology courses (e.g., research methods, neuroscience, health psychology, industrial/organization psychology), these courses are not likely to transfer as psychology courses. Additionally, as SVCC enrollment is in flux at this time, adding additional classes may trigger additional decline in GECC course enrollment and difficulty with staffing all classes at the SVCC campus.]

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

[Courses are currently offered at minimal cost, however, textbook costs for students might be minimized by use of open educational resources. There is a need for additional resources to update the department video collection. Open access to a large computer lab would facilitate class activities.]

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.

[Assessment results suggest that students with reading difficulties need additional support in PSY 103. Adaptive assessment, required enrollment in developmental reading, and testing/retesting protocols are currently being piloted and reviewed to assess impact on students with reading difficulties. All courses offered in the psychology department have IAI approval and transfer successfully to a number of institutions. Students in psychology courses have high rates of success as evidenced by grades, persistence, and retention rates. Faculty in the psychology department pursue innovative teaching strategies and are highly invested in professional development.]

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
PSY 103	PSY 1879G	PSY 110	PSYC 102	PSYC 102	PSY 100
PSY 200	ELE 2320	TCH 210	FCNS 280	EDUC 314	Elective
PSY 214	ELE 2320	TCH 210	FCNS 230	PSYC 301	PSY 221
PSY 215	Elective	PSY 223	Elective	PSYC 307	PSY 250
PSY 217	PSY 3780	Elective	Elective	PSYC 331	Elective

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Political Science: (A.A. 0653)
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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?

As a part of the Political Science program students will:

- Explain the relationships between political and cultural ideas of various societies, including the American society;
- Describe governmental institutions and legal structures;
- Describe the political systems and institutions of various countries, identify international, regional, and transnational organizations, and explain the relationships between nations and between international institutions;
- Analyze and evaluate political phenomena;
- Evaluate political decisions and policies;
- Examine the social-psychological sources and the historical-cultural origins of political attitudes, behaviors, and policy choices; and
- Demonstrate knowledge of the capacities, characteristics, and skills needed to participate effectively and democratically in society.

The program is achieving these objectives through a variety of classes that expose students to political science concepts related to state, national, and international perspectives on politics and society.

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 array of courses in the Political Science program are appropriate to meet student and program needs at this time. However, additional IAI Political Science course may be developed to expand the program's course offerings further.

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

The only additional resource requested at this time is an increase from \$200 to \$350 to meet the growing cost of professional membership dues and publication resources.

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.

Program content is up-to-date and all courses have been submitted to IAI for renewal as part of the program review. GOV 233 will be submitted to IAI to correct the IAI miscoding.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
GOV 163	PLS 1153	POL 105	POLS 100	POLS 114	POLS 122
GOV 232	PLS 2253	Elective	POLS 260	POLS 250	POLS 267
GOV 233	Elective	POL 140	Elective	SOCS Sub.	POLS 424
GOV 261	PLS 2253	POL 151	POLS 285	HIST 112	POLS 228

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Academic Degree (discipline)	Political Science: (A.S. 0853)
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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?

As a part of the Political Science program students will:

- Explain the relationships between political and cultural ideas of various societies, including the American society;
- Describe governmental institutions and legal structures;
- Describe the political systems and institutions of various countries, identify international, regional, and transnational organizations, and explain the relationships between nations and between international institutions;
- Analyze and evaluate political phenomena;
- Evaluate political decisions and policies;
- Examine the social-psychological sources and the historical-cultural origins of political attitudes, behaviors, and policy choices; and
- Demonstrate knowledge of the capacities, characteristics, and skills needed to participate effectively and democratically in society.

The program is achieving these objectives through a variety of classes that expose students to political science concepts related to state, national, and international perspectives on politics and society.

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 array of courses in the Political Science program are appropriate to meet student and program needs at this time. However, additional IAI Political Science course may be developed to expand the program's course offerings further.

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

The only additional resource requested at this time is an increase from \$200 to \$350 to meet the growing cost of professional membership dues and publication resources.

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.

Program content is up-to-date and all courses have been submitted to IAI for renewal as part of the program review. GOV 233 will be submitted to IAI to correct the IAI miscoding.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
GOV 163	PLS 1153	POL 105	POLS 100	POLS 114	POLS 122
GOV 232	PLS 2253	Elective	POLS 260	POLS 250	POLS 267
GOV 233	Elective	POL 140	Elective	SOCS Sub.	POLS 424
GOV 261	PLS 2253	POL 151	POLS 285	HIST 112	POLS 228

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Academic Degree (discipline)	Secondary Education: (A.A. 0685)
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Summary

Objectives: The goal of this program is to support student transfer and acceptance to accredited teacher preparation programs in Illinois. The education program offers courses designed to improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy. Each of these courses is designed to fulfill a specific requirement of the licensure program at our most-frequent transfer schools. All course objectives are aligned to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE. []

Need: After the most current changes at the state level to teacher preparation programs, we need to re-align our curriculum to that of our most common transfer schools. Two of our courses are no longer contributing to program completion at senior institutions, and may need to be deleted or revised and resubmitted for articulation. The array of courses meets the needs of students transferring to our three-closest teacher certification programs. []

Cost-effectiveness: The EDU curriculum is well-balanced in terms of access and cost-effectiveness. Courses are scheduled to minimize scheduling overlap between discipline courses and contributing courses. Courses are also offered in alternating formats (ie on-ground and online) to ensure students have access in the learning environment they prefer. The EDU faculty member is shared with the English department, offering flexibility in scheduling when course enrollments shift. There has been an increase in online enrollment; it may improve revenue to offer additional of the core courses in the online format.[]

Quality: The program enjoys average retention and success rates at the course and program level. Program assessments show high success rates in student teaching dispositions for those students participating in observation activities (near 100% success). Assessment data reveals that students need more significant training in the mechanics of oral presentation and synthesis of multi-source research. Direct instruction in these critical skills will be increased in core courses. Program transfer rates remain steady, with slightly higher transfer numbers than degree completions. []

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
EDU 101	Elective	TCH 104	Elective	Elective	Elective
EDU 102	Elective	Elective	ETT 229	Elective	IDT 285
EDU 105	Elective	Elective	Elective	Elective	Elective
EDU 220	SPE 2000	SED 101	TLSE 240	Elective	SPED 210
EDU 221	Elective	ENG 170	Elective	Elective	LLA 313
EDU 222	Elective	Elective	Elective	Elective	Elective
EDU 225	Elective	Elective	Elective	Elective	Elective
EDU 227	Elective	Elective	MUED 360	MUS 101	Elective
EDU 275	Elective	PSY 215	EPS 300	EDUC 31	Elective

EDU 276	Elective	Elective	Elective	EDUC 310	EIS 203
EDU 277	SED 2000	Elective	Elective	EDUC 310	EIS 203
EDU 278	Elective	Elective	TLSE 260	EDUC 310	Elective

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ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Academic Degree (discipline)	Secondary Education: (A.S. 0885)
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Summary

Objectives: The goal of this program is to support student transfer and acceptance to accredited teacher preparation programs in Illinois. The education program offers courses designed to improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy. Each of these courses is designed to fulfill a specific requirement of the licensure program at our most-frequent transfer schools. All course objectives are aligned to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE.

Need: After the most current changes at the state level to teacher preparation programs, we need to realign our curriculum to that of our most common transfer schools. Two of our courses are no longer contributing to program completion at senior institutions, and may need to be deleted or revised and resubmitted for articulation. The array of courses meets the needs of students transferring to our three-closest teacher certification programs.

Cost-effectiveness: The EDU curriculum is well-balanced in terms of access and cost-effectiveness. Courses are scheduled to minimize scheduling overlap between discipline courses and contributing courses. Courses are also offered in alternating formats (ie on-ground and online) to ensure students have access in the learning environment they prefer. The EDU faculty member is shared with the English department, offering flexibility in scheduling when course enrollments shift. There has been an increase in online enrollment; it may improve revenue to offer additional of the core courses in the online format.

Quality: The program enjoys average retention and success rates at the course and program level. Program assessments show high success rates in student teaching dispositions for those students participating in observation activities (near 100% success). Assessment data reveals that students need more significant training in the mechanics of oral presentation and synthesis of multi-source research. Direct instruction in these critical skills will be increased in core courses. Program transfer rates remain steady, with slightly higher transfer numbers than degree completions.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
EDU 101	Elective	TCH 104	Elective	Elective	Elective
EDU 102	Elective	Elective	ETT 229	Elective	IDT 285
EDU 105	Elective	Elective	Elective	Elective	Elective
EDU 220	SPE 2000	SED 101	TLSE 240	Elective	SPED 210
EDU 221	Elective	ENG 170	Elective	Elective	LLA 313

EDU 222	Elective	Elective	Elective	Elective	Elective
EDU 225	Elective	Elective	Elective	Elective	Elective
EDU 227	Elective	Elective	MUED 360	MUS 101	Elective
EDU 275	Elective	PSY 215	EPS 300	EDUC 31	Elective
EDU 276	Elective	Elective	Elective	EDUC 310	EIS 203
EDU 277	SED 2000	Elective	Elective	EDUC 310	EIS 203
EDU 278	Elective	Elective	TLSE 260	EDUC 310	Elective

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Academic Degree (discipline)	Social Work: (A.A. 0620)
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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 social work (AA 0620) curriculum is designed to prepare students for the profession of social work which is devoted to helping people function optimally in their environment by providing direct and indirect services to individuals, families, groups, and communities by improving social conditions. Students are encouraged to complete an Associate in Arts degree prior to transferring to a baccalaureate program. Over the five year period (FY11-FY15) there were 90 declared majors resulting in 17 degrees awarded. There were a total of 16 transfer students and 2 Bachelor completions.

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 majority, if not all of the program's courses, are taught in the evenings due to all of the faculty members being adjunct instructors. If a full-time faculty member were to be hired and/or a daytime adjunct instructor, classes could be offered during the day as well. This would allow for a more versatile schedule and accommodate the needs of students. There are currently no online courses within the program.

Cost-effectiveness: *What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?* The social work and social services programs total expenses over the five year period (FY11-FY15) were \$74,514. While the total revenue for both programs was \$127,710 with a net income of \$53,196. With a moderate positive net income these programs have remained easily within their allocated budgets despite low enrollment.

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.* There has not been a full-time faculty member within the social work program since 2006 after the retirement of a faculty member. The program has since been instructed by part-time adjunct instructors. Adjuncts within these programs typically communicate via email if needed. Currently no faculty members within the program participate in academic assessment. Dual credit is not offered within the program. No online courses are currently offered. Faculty members within the social work program are required to attend professional development in order to acquire a specific amount of Continuing Education Units (CEU's) each year to maintain license(s) and/or certification(s) within their respected fields

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
SOC 200	Elective	SWK 170	SOCI 290	Elective	SW 100

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Sociology: (A.A. 0656)
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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?

Sociology at Sauk provides transfer students with the grounding in sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology--or other liberal arts--programs. This is accomplished by offering relevant transfer courses taught by faculty knowledgeable and skilled in the discipline.

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?

SOC at the College satisfies GenEd credit transfer credit needs of its students. The program exists primarily to fulfill GenEd requirements for transfer students, and it does this well. The narrow range of courses we offer meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.

Since FY13, SOC111 enrollments have declined as a result of the institution of the English Language Arts (ELA) requirement. The intent of the requirement was to boost the successful completions rates and retention rates in that course. As of this writing, it is too early to tell if the change is a success, but preliminary results point to improvements in those areas.

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

The program is cost-effective, with a net income of \$102,621 from FY11 to FY15. In FY14 and FY15 net income has declined, largely due to the institution of the English language arts proficiency requirement for SOC111 enrollees, but might also reflect general enrollment declines across the College.

Resource demands (supplies, facilities, and equipment) for the program are few, resulting in low operating costs, and a 22% surplus between FY11 and FY15.

The recent budgets (FY11 through FY15) have been adequate for the program's needs. At present, no additional resources are needed.

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.

We feel we offer the best instruction in the range of courses we offer in SOC at the College. Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. The full-time instructor on staff (Dr. Wright) holds a relevant doctorate, and has thirty years relevant teaching and research experience. The courses are current, interesting, relevant, and challenging; the grading is rigorous and competitive.

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

SVCC Course	EIU	ISU	NIU	SIUC	WIU
SOC 111	SOC 1838G	SOA 106	SOCI 170	SOC 108	SOC 100
SOC 112	SOC 2750G	SOA 108	SOCI 270	SOC 302	SOC 200
SOC 115	ANT 2200G	Major Elective	ANTH 120	ANTH 104	ANTH Elective
SOC 116	ANT 2200G	Major Elective	ANTH 220	ANTH 104 or ANTH 300D	ANTH 110
SOC 251	SOC Elective	PSY 123	FCNS 284	SOC 304-I	SOC 370

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Sociology: (A.S. 0856)
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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?

Sociology at Sauk provides transfer students with the grounding in sociological concepts, theory, and research they will need to succeed in four-year baccalaureate Sociology--or other liberal arts--programs. This is accomplished by offering relevant transfer courses taught by faculty knowledgeable and skilled in the discipline.

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?

SOC at the College satisfies GenEd credit transfer credit needs of its students. The program exists primarily to fulfill GenEd requirements for transfer students, and it does this well. The narrow range of courses we offer meet ICCB requirements for AA and AS degrees, as well as the needs of transfer students.

Since FY13, SOC111 enrollments have declined as a result of the institution of the English Language Arts (ELA) requirement. The intent of the requirement was to boost the successful completions rates and retention rates in that course. As of this writing, it is too early to tell if the change is a success, but preliminary results point to improvements in those areas.

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

The program is cost-effective, with a net income of \$102,621 from FY11 to FY15. In FY14 and FY15 net income has declined, largely due to the institution of the English language arts proficiency requirement for SOC111 enrollees, but might also reflect general enrollment declines across the College.

Resource demands (supplies, facilities, and equipment) for the program are few, resulting in low operating costs, and a 22% surplus between FY11 and FY15.

The recent budgets (FY11 through FY15) have been adequate for the program's needs. At present, no additional resources are needed.

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.

We feel we offer the best instruction in the range of courses we offer in SOC at the College. Our courses have been approved by ICCB, and fulfill their guidelines for course content and learning objectives in the field. The full-time instructor on staff (Dr. Wright) holds a relevant doctorate, and has thirty years relevant teaching and research experience. The courses are current, interesting, relevant, and challenging; the grading is rigorous and competitive.

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

SVCC Course	EIU	ISU	NIU	SIUC	WIU
SOC 111	SOC 1838G	SOA 106	SOCI 170	SOC 108	SOC 100
SOC 112	SOC 2750G	SOA 108	SOCI 270	SOC 302	SOC 200
SOC 115	ANT 2200G	Major Elective	ANTH 120	ANTH 104	ANTH Elective
SOC 116	ANT 2200G	Major Elective	ANTH 220	ANTH 104 or ANTH 300D	ANTH 110
SOC 251	SOC Elective	PSY 123	FCNS 284	SOC 304-I	SOC 370

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Academic Degree (discipline)	Special Education: (A.A. 0690)
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Summary

Objectives: The goal of this program is to support student transfer and acceptance to accredited teacher preparation programs in Illinois. The education program offers courses designed to improve students' essential knowledge in educational theory, the history and philosophy of education, diversity, and practical skills of pedagogy. Each of these courses is designed to fulfill a specific requirement of the licensure program at our most-frequent transfer schools. All course objectives are aligned to the Illinois Professional Teaching Standards, with the distribution and mastery level recommended by ISBE.

Need: After the most current changes at the state level to teacher preparation programs, we need to realign our curriculum to that of our most common transfer schools. Two of our courses are no longer contributing to program completion at senior institutions, and may need to be deleted or revised and resubmitted for articulation. The array of courses meets the needs of students transferring to our three-closest teacher certification programs.

Cost-effectiveness: The EDU curriculum is well-balanced in terms of access and cost-effectiveness. Courses are scheduled to minimize scheduling overlap between discipline courses and contributing courses. Courses are also offered in alternating formats (ie on-ground and online) to ensure students have access in the learning environment they prefer. The EDU faculty member is shared with the English department, offering flexibility in scheduling when course enrollments shift. There has been an increase in online enrollment; it may improve revenue to offer additional of the core courses in the online format.

Quality: The program enjoys average retention and success rates at the course and program level. Program assessments show high success rates in student teaching dispositions for those students participating in observation activities (near 100% success). Assessment data reveals that students need more significant training in the mechanics of oral presentation and synthesis of multi-source research. Direct instruction in these critical skills will be increased in core courses. Program transfer rates remain steady, with slightly higher transfer numbers than degree completions.

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

SVCC Classes	EIU	ISU	NIU	SIUC	WIU
EDU 101	Elective	TCH 104	Elective	Elective	Elective
EDU 102	Elective	Elective	ETT 229	Elective	IDT 285
EDU 105	Elective	Elective	Elective	Elective	Elective
EDU 220	SPE 2000	SED 101	TLSE 240	Elective	SPED 210
EDU 221	Elective	ENG 170	Elective	Elective	LLA 313
EDU 222	Elective	Elective	Elective	Elective	Elective

EDU 225	Elective	Elective	Elective	Elective	Elective
EDU 227	Elective	Elective	MUED 360	MUS 101	Elective
EDU 275	Elective	PSY 215	EPS 300	EDUC 31	Elective
EDU 276	Elective	Elective	Elective	EDUC 310	EIS 203
EDU 277	SED 2000	Elective	Elective	EDUC 310	EIS 203
EDU 278	Elective	Elective	TLSE 260	EDUC 310	Elective

CROSS-DISCIPLINARY PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Cross-Disciplinary Program	Transfer Functions (A.A., A.S., A.A.T., A.E.S. and A.F.A.)
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Summary

Enrollment of transfer program students is declining, but consistent with that of our declining population and enrollment across the college. There were several findings throughout this review that have provided opportunities for need and quality improvement.

Increasing equity by ethnicity and gender is an identified challenge by the college. Some of the identified solutions to increase diversity and equity include new initiatives with recruitment and cross-cultural services, such as Hispanic/Latino information events, which were highly attended when offered recently in 2015 after not hosting them in years prior. Additionally, a new marketing/recruitment comprehensive plan is in place, which started in 2015.

Online courses are steadily increasing in enrollment. As a result, the college has announced its commitment to expanding online initiatives as a strategic direction. With the college's focus on growing online offerings and programs, the college has expanded its quality assurance of online instruction by providing online course evaluations at the conclusion of each course. Prior to an online course being offered, an approval process for online course development has also been created that requires a course to meet certain instructional elements and quality assurances before being placed on the schedule.

Dual credit continues to grow, yet their persistence and grade distributions are not consistent with that of our on-campus students. This could be that many high school dual credit students are more "college-ready" and many do not have intentions of attending our college. In addition, the enrollment of dual credit may be impacting our on-campus enrollment as many high school students are satisfying many of their general education courses while in high school. Furthermore, the college has dedicated itself to adhering to the Dual Credit Quality Act and faculty are communicating with one another and monitoring the courses to ensure that curricula and policy are aligned.

The A.A. and A.S. degrees are demonstrating the highest numbers, but the A.E.S. degree is declining. The need for engineering students is in great demand at the local, state, and national levels. Initiatives are in place for career exploration and recruitment, starting as young as the 8th grade. In addition, the A.A.T. degree has been withdrawn due to changes in the Illinois teaching standards. The A.F.A. degree, although low in enrollment, is still serving a small population of students that pursue music or the performing arts.

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

Sauk Valley Community College (506)

Academic Year 2015-2016

Student & Academic Services Area	[Academic Advising]
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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.

<p>The major functions carried out by Academic Advisors include Educational Planning (transfer advising, workforce preparation, academic planning), Career Exploration (career resources, career planning), and Social and Life Transition Advising (building problem solving/coping skills, college/community resource referral, identifying strengths/sources of support). The Academic Advisors also serve as confidential campus resources for Title IX.</p> <p>The strengths of this area are the quality of services delivered to students, advising staff who actively engage in ongoing professional development opportunities, high level of student satisfaction, and new facilities/software that have improved student flow and access. Student survey data illustrates that academic advising services are more important to students at SVCC relative to other services on campus. Data supports that academic advising staff at SVCC is outperforming peer college institutions in terms of student satisfaction, with comparable staffing. Staffing is currently adequate and all advisors participate in multiple training opportunities to enhance working knowledge and job performance. In addition, students seek out advising services consistently whether required or voluntarily. Data supports high levels of satisfaction with academic advising as reported by SVCC students. The updated facilities and scheduling software have allowed the advisors to increase efficiency and focus more time on specialized job tasks with students. Also, working in a shared space has increased their working knowledge in other student services areas.</p> <p>The challenges facing academic advising include effectively balancing student and institution responsibilities while fostering collaborative student-advisor relationships centered on developing and defining personal, academic, and career goals. Also, addressing the need for counseling services on-campus for crisis response, screening and referral by implementing staffing changes and/or mental health contract services.</p> <p>Quality improvements in facilities, software applications, equipment, and student intake have occurred since the last program review.</p>
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STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)

Academic Year 2015-2016

Student & Academic Services Area	Disability Support 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 Disability Support Office (DSO) at Sauk Valley Community College (SVCC) provides equal access to qualified students with documented disabilities for academic and campus activities. Appropriate and reasonable accommodations are determined, with the student, in compliance with the Americans with Disabilities Act Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

The DSO is passionate about supporting students with disabilities and helping the student(s) to bridge the gap that is often a result of having a disability. Fulfilling the role of liaison between students, faculty and staff ensures that the integrity of courses is maintained while offering an equal opportunity to students with disabilities to pursue higher education. Connections with the community provide SVCC with a network of individuals to support our students, faculty, and staff and promotes higher education to prospective students.

The DSO has maintained up-to-date software. As technology advances, this software as well as other equipment, will need to continue to be kept current. Use of technology has allowed the DSO to decrease expenses related to note taking as well as correspondence. We are limited by resources such as finances and personnel to fulfill the varied needs of students. Professional development will be a priority for the DSO as Federal and State laws are ever-changing, technology advances rapidly, and student's needs become more diverse.

Program Review Schedule	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
CROSS DISCIPLINARY INSTRUCTION	<ul style="list-style-type: none"> ○ General Education 	<ul style="list-style-type: none"> ○ Adult Education/ESL 	<ul style="list-style-type: none"> ○ Developmental Studies (GSP) ○ Personal and Professional Development (includes Vocational Skills and CDL Cert=T10) ○ Career Services 		Transfer functions and transfer degree programs including the AA, AS, AAT, & AES degrees.
ACADEMIC DISCIPLINES (AA & AS DEGREES)	<p><u>WRITTEN & ORAL COMMUNICATIONS:</u></p> <ul style="list-style-type: none"> ○ English (AA=602) ○ Mass (AA=614) ○ Speech (AA=610) <p><u>COMPUTER SCIENCE:</u></p> <ul style="list-style-type: none"> ○ Technical Track (AS=840) ○ Information Technology Track (AA=641) <p><u>CRIMINAL JUSTICE:</u></p> <ul style="list-style-type: none"> ○ Criminal Justice (AS=624) 	<p>Mathematics</p> <ul style="list-style-type: none"> ○ Mathematics (AS=416) 	<p>Business</p> <ul style="list-style-type: none"> ○ Business (AA=210) ○ Business Accounting (AA=220) <p><u>PHYSICAL AND LIFE SCIENCES:</u></p> <ul style="list-style-type: none"> ○ Biology (AS=413) ○ Chemistry (AS=414) ○ Physics (AS=417) ○ Engineering (AES=320) <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> ○ Kinesiology and Physical Education (AA=691) ○ Athletic Training (AA=635) 	<p><u>HUMANITIES & FINE ARTS:</u></p> <ul style="list-style-type: none"> ○ Art (AA=601, AFA=150) ○ Foreign Language (AA=603) ○ Music (AFA=160) ○ Theatre Arts (AA=611) <p><u>NURSING:</u></p> <ul style="list-style-type: none"> ○ Nursing (AA=625) 	<p><u>EDUCATION:</u></p> <ul style="list-style-type: none"> ○ Early Childhood Ed (AA=681) ○ Elementary Ed (AA=680) ○ Secondary Ed (AA=685, AS=885) ○ Special Ed (AA=690) <p><u>SOCIAL & BEHAVIORAL SCIENCES:</u></p> <ul style="list-style-type: none"> ○ Economics (AA=651) ○ History (AA=652) ○ Political Science (AA=653) ○ Psychology (AA=655, AS=855) ○ Social Work (AA=620) ○ Sociology (AA=656) <p><u>PRE-PROFESSIONAL</u></p> <ul style="list-style-type: none"> ○ Pre-physical Therapy/Occupational Therapy (AS=830) ○ Pre-professional Medical (AS=510)

<p>CAREER & TECHNICAL EDUCATION (AAS DEGREES & CERTIFICATES)</p> <p>CAREER & TECHNICAL EDUCATION, (AAS DEGREES & CERTIFICATES) continued</p>	<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 (H67)* ○ Radiologic Technology (AAS=051) ○ CT (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) • Management II (Cert=F39) • Tactics and Strategy I (Cert=F40) 	<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)* ○ HVAC: 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"> ○ Solar Energy (Cert=H80) 	<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"> ○ Emergency Medical Service (AAS=054)* ○ Basic (Cert=E95)* ○ Paramedic (Cert=E97)* <p><u>Social Services:</u> Social Services: Human Services (AAS= 089)</p>
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	<ul style="list-style-type: none"> ○ Criminal Justice: Corrections (C50) <u>ELECTRONICS:</u> ○ Electronic Engineering Technology (AAS=065) ○ Electronic Service & Repair (Cert=H69) ○ Industrial Electronics (Cert=H65) ○ Microprocessor Maintenance (Cert=H64) ○ Industrial Maintenance Electrician (Cert=H94) ○ Multicraft (AAS=061) <u>OFFICE AND ADMINISTRATIVE SERVICES:</u> ○ Office & Administrative Services (AAS=023) ○ Admin. Assistant (Cert=B81) ○ Office Assistant (Cert B80) ○ Desktop Publishing Specialist (Cert=B33) ○ Financial Services Representative (Cert=B84) 	<ul style="list-style-type: none"> • Technical Rescue Awareness (Cert=F36) • Vehicle/Machinery Operations (Cert=F37) 			
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	<ul style="list-style-type: none"> ○ Legal Assistant (AAS=026 & Cert=B82) ○ Medical Office Assistant (AAS=024 & Cert=B83) ○ Word Processing (Cert=B23) 				
STUDENT & ACADEMIC SERVICES	<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"> ○ FaCIT ○ Learning Resource Center (Library) ○ Learning Assistance Center (Learning Commons) 	<ul style="list-style-type: none"> ○ Financial Assistance 	<ul style="list-style-type: none"> ○ Academic Advising ○ Disability Support Office